

Childhood Education

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**THE DISCIPLINE
OF GROUP PARTICIPATION**

February 1944

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

Volume 20

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Next Month

Three articles in next month's issue will be devoted to the development of the theme, "The Discipline of Making Choices."

William Kilpatrick in his article, "The Great Social Choices Before Us; Their Meaning for Education," points out four areas in which choices must be made today and shows how the welfare of the world for generations to come hangs on the results of these choices.

Winifred Bain discusses some choices teachers must make—to teach or not to teach, to take civic responsibilities, to contribute to professional organizations, to take this job or that one. The pros and cons of these choices are developed from the standpoint of the individual who is choosing his life's profession.

"How Choices Are Made" illustrated by materials developed from classroom practice and child development through the nursery school, the kindergarten, the primary school and the home will be presented by Barbara Biber, psychologist at the Bank Street Schools, New York City.

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Learning the Disciplines of Group Participation

Conserving Values in Group Living

What are some of the values of group living and what disciplines can help to conserve them? Mr. Mitchell answers this question in terms of human loyalties and desires strong enough and meaningful enough to serve as disciplines that work for the common good. For six years Mr. Mitchell has served as educational director of an experimental project (Macedonia Cooperative Community, Clarkesville, Georgia), in which a small but growing group of families own cooperatively twelve hundred acres of land, a saw-mill, a dairy, an apiary, a sorghum mill, work stock, a tractor and a garden. The group follows the Rochdale principles—working toward conservation of human and material resources, specialization, balancing of industry with agriculture, organic architecture, functional education and functional religion, voluntary simplicity, decentralization. "In brief," says Mr. Mitchell, in keeping with the ideas expressed in this article, "we are seeking open-mindedly in miniature form a pattern for an economy of abundance."

THE GENIUS OF OUR TIME is centralization. It had to be so. It will continue for decades at an increasing rate no matter what the wishes of important leaders here and there to the contrary. For instance, some union of all the peoples of the earth is shortly before us. The question is not whether; simply when. There will be an executive branch of this international unit, a judiciary branch with all-powerful police force, and a legislative branch.

The history of man, these 300,000 years has been a history of tortuous expansion of human loyalties: the family, tribe, state, nation. Fear, fear, fear has kept men so

long apart. Anger grew ever from fear and the stupid handling of differences of interest. Anger ever led to blows. Then under conquest there came acquaintance; with acquaintance, confidence. Oh, how costly was the building of each of France's over seven hundred feudal estates. Each born of bloody feuds, each fought others until, oft crushed, they became united in an over-proud nation. So with Germany. So with China. So with Russia, Italy, Sweden—most nations.

Now we are in the second phase of the world agony through which we shall come to learn that all men are basically alike; all capable of utmost cruelty, utmost tenderness. That we come to this knowledge through schooling rather than through war is a divine purpose.

It is the expansion of scientific understanding that has brought us all so near together; will bring us nearer. We teach science rather well, especially in those schools which now use the functional method of "research" from the very beginning. But how badly, badly, do we teach human loyalty.

Patriotism begins about the mother's knee. No child is apt to care much about mankind who does not care for his own family. Then we do a good deal about loyalty to the school, mainly in a rather competitive way with sports, speaking contests, costly annuals.

In some states we do a powerful job of teaching state loyalty. Sixty years after the Civil War, South Carolina children were being taught to sing, "First bonnie South Carolina from the Union did secede." And we do a whiz of a job on national patriotism. How many classrooms

in the eight states that have poll tax show silk banners inscribed, "I love America. Liberty, equality, justice for all." And the teaching goes over with song and salute so effectively that "Jim Crow" disgraces, for instance, seldom enter the picture.

But the real pity is that group loyalty largely stops, in our instruction, at the national boundary. We have no international flag in sight. We sing no international song, open the day with no international salute. Too often we poison children's minds with hates that should not be theirs. We fail to teach broader, all-inclusive understanding and affection. There are lingering friendships between nations that schools dwell on. In wartime allies are loved though formerly feared and hated. And we bend children's minds and hearts to the occasion. If science with its power of destruction is not to undo us, then we must teach loyalty to mankind, in season and out. This is out of season.

But this loyalty must not be a sentimental matter. Situations must be appraised, understood. Hate *always* disappears with understanding.

This loyalty cannot be one-sided. Its growth must be brought about simultaneously the world over.

This loyalty cannot breed in a vacuum. It must be based on experiences in solving actual problems. Since the immediate problems of children are usually related to home or school groups it is important that they meet these problems in a manner that will prepare them for finding peaceful solutions to broader ones.

For instance: Some sixth graders left alone in a gymnasium thought it fun to push and ride a piano, until it fell over and broke. Then they were full of penitence. Their teacher asked what should be done. Most of the children answered, "We should be punished." But one girl had a different school background. "Punished!"

she exclaimed. "That's not the answer." Asked what should be done, she replied, "First find out *why* we did such a thing. Do we need more exercise, longer recesses, more supervision, less supervision? Do we lack appreciation for the labor that went into making a piano, for the music of a piano in right condition? Second, we should have the piano repaired. But why hate ourselves, punish ourselves? They never did in the school I was in before."

Asked for an illustration of how such problems were met, she told of the loss by theft of a hen from their chicken house. Her grade was studying poultry. They built the house, cared for the fowls, kept records. They followed the thief's tracks and came to a man by a fire eating the hen.

They: "Why did you steal our chicken?"

He: "I was hungry."

They: "Then why didn't you buy food?"

He: "I had no money."

They: "Why don't you work and earn money?"

He: "I can't find a job."

They: "Oh!"

"So we hired him as a janitor. Part of his job was to help with the care of the chickens. Also, we put a lock on the door. He is still janitor and is doing well."

In this account the essential element is the objective, inquiring attitude brought into the realm of human dealings. It is the scientific habit of mind brought over into human relationships. Children are capable of this achievement. Childhood is the best time to develop this quality of character.

Irritation is a natural reaction on meeting a problem, especially if the problem be unexpected or the individual is tired, sick, hungry or badly disciplined—that is, unaccustomed to dealing with problems objectively.

If this initial irritation is to be resolved without resort to violence, then the habit must be deeply formed of recognizing that

there is a problem, that it thwarts a purpose, that the situation must be analyzed, the most hopeful solution chosen and then acted on. Such conduct conforms to the growth pattern. It is the way to serenity in personal and group living.

War is the breakdown in group relationships of this objective behavior. We stand at the end of man's longest period or pattern, one of necessary scarcity. We enter a new period made necessary by potential plenty. We fumble. We try plowing under cotton, killing little pigs. Some try Communism, some Fascism. Some won't change at all. Most fear others' experiments. Fear leads to arms, arms to war.

The Discipline Most Needed Today

The discipline most needed in the world today is the discipline to desire new solutions for new problems. This discipline must be cultivated among the young particularly, everywhere. Many situations arise daily with every school group to further such discipline. They have to do with sharing equipment, with welcoming a new student, with shaping the program, with caring for the rooms, with rendering community services.

In group behavior new problems, especially, bring differences of opinion. Then comes the discipline needed to protect the

rights of the individual and the minority group.

Absence of such discipline leads to coercion. Then if one side is clearly stronger the matter is decided by imposing the will of the stronger on the weaker. From the "winning" side, this is domination; from the "losing" side, submission. If the two opposing groups are about equal in strength and the finest of discipline is wanting, then a compromise is reached. A compromise has the virtue of recognizing that there are differences and the nature of the differences. But a compromise does not go further and analyze the situation so as to discover the true solution. A compromise merely splits the differences. Each meets the other part way, going toward the other rather than going toward truth.

The only sound solution to such differences lies in *integration*, in seeing the nature of the problem, the courses of the differences of position, the right course to be taken. And integration calls for more self-control on the part of all than does domination, submission or compromise.

Integration often requires time, the habit of suspended judgment. But when our schools operate on this basis we shall produce citizens who understand and duly value group living, who have the disciplines essential to harmony, essential to peace.

◆

PLANS FOR UNION, under a larger, more inclusive government, stir resentment and dismay in minds that have been long accustomed to an ancient mould, within whose limits, they hold, is all reality. Plato tells us of those who, living bound within a cave, with eyes turned to the wall, cling to a belief in the reality of shadows which they see reflected there. The first step towards emancipation from the shadow-world of unreality is to turn around. Plato's cavern is our own; to turn and face the light is painful; the ascent from the cavern, rough and steep.—*Walter Thomas Woody*.

On Grouping Children in School

This article by Miss Helseth, professor of education, College of William and Mary, Williamsburg, Virginia, consists of three parts: "Perspective on Grouping Children in School," "Group Relationships of Children," and "Problems Posed by Modern Grouping." In the first part Miss Helseth gives a quick historical review of changes in grouping and how these changes came about; in the second part she relates anecdotes that illustrate certain relationships between children and teachers made possible by freedom to act in groups under guidance, and in the third part she enumerates some of the problems we face in working toward the kinds of grouping which will contribute most to child development.

THE MODERN EDUCATOR is interested in finding a basis for grouping which facilitates the objectives he has in mind as constituting education. Since objectives have altered from time to time, a backward look reveals a series of changes in ways of grouping. Trends appear and disappear as teachers continue to gain further insight into the process of development in the individual.

The Monitorial System. The grouping of children in a school can be merely an administrative device for dividing the mass into sections for performing certain tasks. It can be related to so mechanical a concept of education as to be an absurdity; witness the monitorial system by which a thousand pupils in one room were put through their paces at the height of the fad.

Grouping for Recitation. As long as the attention in a school system is on the outward responses of the children to certain

set stimuli by the teacher, there are what are popularly called "standards" and "promotion" on the basis of accuracy in making these particular responses in the established form. The possibility of movement to another room is the incentive for the pupil to work. The use of one book as a text, the habit of daily "recitation" of a section of this book, and the custom of set examinations at given periods accompany this point of view about grouping. A strong hand to enforce conformity also plays a part.

Graded Schools. Always the best teachers have studied the children with whom they worked. The first variation among learners that impressed enough teachers to secure modification in grouping was the difference in the speed with which pupils repeated stated facts or mastered specifically presented small skills. Awareness of this difference in speed brought in the establishment of permanent sections within the classroom for the session. Achievement testing, mid-term promotions, promotions by subjects, and platoon organization followed. To meet differences in speed not cared for by locating children in different rooms, teachers learned to have each child move at his own rate through workbooks.

Grouping To Meet Individual Differences. In more fundamental study of children's efforts, teachers became aware of other differences than speed in the mastery of narrowly circumscribed exercises. They early knew, but later measured, differences in native ability. The first widespread awareness of the existence of intelligence quotients led to the introduction of parallel sections and parallel courses of study.

Wherever teachers became acutely concerned about some type of talent or heavy handicap, special classes appeared. "Ungraded rooms" and "opportunity" classes flourished, diplomas without credit toward college entrance were adopted. There were classes for the undernourished and for the hard of hearing. Sight saving classes and classes for the tubercularly-inclined are samples of this effort to meet individual needs by massing children to receive like treatment.

Where separate rooms were not provided, teachers within their classrooms turned to such devices as "ABC assignments," additional assignments for the abler children, additional subjects for selected children, coaching sections for the laggards, and the setting up of physical or housekeeping jobs for children who were unequal to the type of intellectual activity pursued by their classmates.

Accompanying all these endeavors there was very great pity for the unfortunate ones, with a strong tendency to ascribe any lack of success in child, teacher or school to absence of ability in the child. Teachers attempted to use with normal children the isolating techniques that were developed in the efforts to meet the special needs of the youngsters who were obviously heavily handicapped.

Grouping for Social Contacts. Working with children often challenges able teachers to study them individually as persons; to investigate, for example, their relationships to each other. Teachers thus challenged consider it important to foster the social development of a child. They may become enthusiastic about "age groups" if they think that certain developments come at certain chronological ages. They may talk about one hundred percent promotion in an effort to get recognized some other bases for grouping than the scores on tests. Such teachers often remain in

charge of the same children for two or three years in order to interest themselves and the parents in the all-round growth of the children. They encourage creative work. They give attention to the development of habits of acting cooperatively in the small demands of daily living, working, and playing together. They stress group planning and group accomplishments of socially worthy projects. To them "promotion" of the individual becomes unimportant; they think it essential rather that he shall be led to develop through the challenges he finds in his comrades and the security of friendship with an inspiring adult.

Were every teacher a great enough person, there might be help in this plan for many ills; in few schools now are the majority of those employed such persons. Many potentially able teachers settle into merely socializing children through classroom activities because of lack of knowledge of what growth is and because of discouragement with the routine professional complacency they find in their schools.

Grouping Modified Through the Study of Human Development. The concept of group acceptable to the student who is studying growth in persons implies the process of flexible interaction. Intelligent study of classrooms and gang life has revealed that readiness has to be developed at any level for any type of learning if the experience of the individual has been meager in that particular area. Failure to do this merely brings parrot-like verbalism and not modification in the individual's thinking and doing throughout the twenty-four hours of his day. To permit each child to achieve readiness within implies that flexibility in the classroom which permits the natural gathering of the children into small groups that in turn unite to form the larger class group.

Recently in various parts of our country clinics have been founded with the ideal of following from conception to death the development of given individuals. Even the beginnings of such studies provide very different data from that obtained by combining statistically figures obtained by cross-sectional measurement of many individuals on some one selected item. In the clinics many types of student—physicians, pediatricians, psychiatrists, psychologists, sociologists, parents, teachers, and others—get together for systematic, varied, long-time investigations.

Certain concepts are emerging which are greatly influencing the manner of grouping children in schools. It is found for example that the rate of physiological development in children varies greatly. For two children of the same chronological age there may be differences up to five years in physiological development; a difference of several years is frequent. Educational differences are the result. Yet the two children may be equally keen at maturity; it is not a matter of dullness and brightness but of slow and rapid maturing.

In such clinics the very exact meaning of I.Q. as defined by the psychologist becomes a commonplace to the teacher also. She no longer imagines that the I.Q. is a measure of total native ability. She sees why the child may have ability for mechanical manipulation, for artistic production, for handling business or for managing human relationships and yet not register a high score on a group test administered to find his I.Q.

When the studies at the clinics go deep enough to demonstrate something of the part emotions play in the shaping of the individual, they reveal how persons become warped by the treatment of loving parents and teachers who do not understand the forces at play within the person. Thus the clinics are opening up a whole new world

for the teacher to explore before she can have an opinion about grouping acceptable to those informed on modern investigations in many fields of study.

What is the conception of purpose in grouping now held by the vanguard of those who seriously study the development of children? The purpose appears to be three-fold: (1) to give a setting in which the many potentialities of the individual will tend to be used in meeting the natural situations arising, (2) to provide the child with many experiences in spontaneously adjusting to his peers and (3) to foster attitudes and powers which will enable the person throughout life to provide settings and experiences that will give to self and to others continuation in development.

Naturally, to secure these experiences in a lifelike way many types of differences in the group are helpful. Apparently the class must be such that all the members can desire to undertake a project cooperatively, can plan effectively as a group, and can enjoy thinking over experiences together. This does not seem to demand likeness in background, age, or development. It does imply achieving promptly similarity in attitudes and in manner of acting toward each other. It suggests working together on social endeavors which last weeks or months rather than hours or days, which involve investigations in many areas through many types of materials—print, fields, institutions, persons—and which imply many forms and media of expression such as speaking, writing, mapping, outlining, constructing, dancing, singing and dramatizing.

Equality in power to use skills is not essential when to do the various jobs planned by the class the teacher knows how to lead the children into forming many steadily changing small groups within the large class group. Equality in mastering new skills is also less important if

the teacher works out a program of growth with each person and organizes materials in such fashion that he can handle his own practice at his own rate. Being at a common point in maturing becomes less important where the group lives together as a family, caring for each other's needs and consciously influencing each other's acts and thoughts toward ideals felt and even expressed in common.

There is of necessity much guidance of the individuals and of the small subgroups who are active in initiating and organizing thoughtfully. The teacher must be a person who does not often need to become official and who understands the process going on within each child so clearly that she is alert to give only the exact help needed and that at the right point. To be able to be so alert is a distinct professional achievement.

Out of such experiences as are here implied the teacher evolves a certain conception of group. Each child has the dignity of a person. His status at the moment is but the point from which to move nearer to his potential self. The matter of flexibility becomes real. Members meet for a purpose, enter into planning and achieving, and part to meet again in other variously organized groups. Groups form whenever in common a new process is to be viewed, a particular needed skill is to be practiced for mastery, an interest is to be explored, a background of facts is to be acquired and used, a particular media for expression is to be manipulated or a certain manner of organization is to be experienced. Instead of merely suffering placement by others in one group only, learners themselves become constantly active reorganizers within the room and even across a number of classrooms, toward ends that they openly defend among their fellows. The process of grouping is thus itself subject matter for the growing person.

Let us consider some illustrations that show relationships between children, between children and teachers, made possible through freedom to act in groups.

Group Relationships of Children

A class came in from the playground after the lunch period and found that the teacher was not in the room; indeed she did not appear for some time. Some children began to work on their notebooks and some to sew on costumes on which they had already done work; some went to the library and came back with books to read. The children sat at their desks, in the rocking chairs, or on the rug. Two girls put on a phonograph record and several of the pupils hummed quietly as they worked. A few seemed not to know what to do; they walked restlessly around until one of the industrious pupils told them to take certain books and read. They soon settled down and the room took on an atmosphere of busy quiet.

When the teacher walked in the pupils hardly noticed her arrival; a few looked up from their work and told her what they were doing. The teacher went quietly to her desk and worked unnoticed until the time came for chorus practice when all arose and went without command.

What conception of group life had been held by the teachers who had led this class? With the teacher lies the responsibility for arranging conditions so that for the children there arise opportunities in analyzing varied confusing situations. These situations are best when they happen quite naturally and appear so pressing to the youngsters that they feel that they must think and act in some direction. It is the teacher's part also to lead the boys and girls to take the opportunity to give genuine thought to the values that are involved in these situations that they face. The teacher, besides, has the obligation to

Group Relationships of Children



Courtesy Ruth Bristol

Group responsibility for contributing to the understanding of each other



Courtesy Louise M. Gross

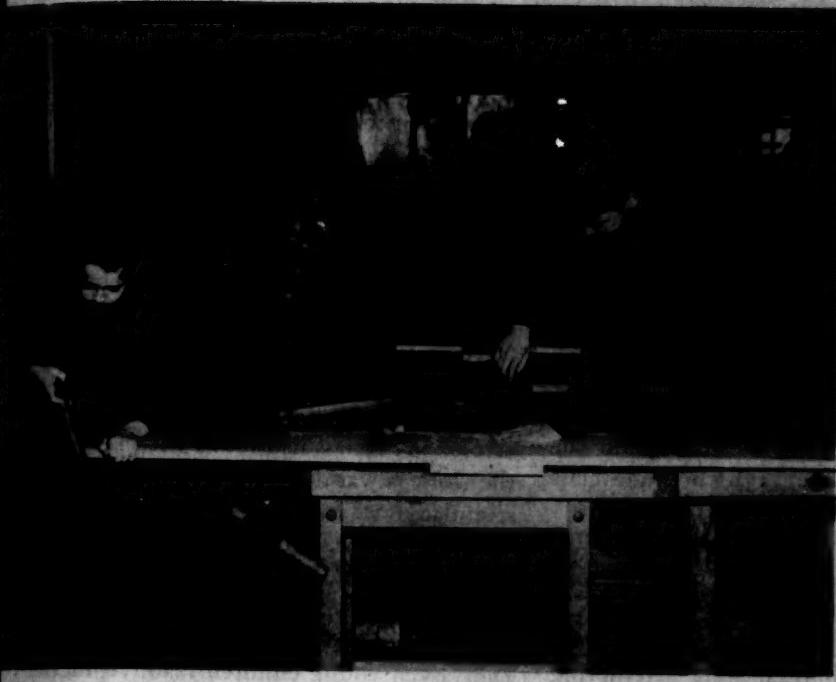
Group evaluation of joint enterprise



Courtesy Louise M. Gross

Individuals carrying out a group-planned project

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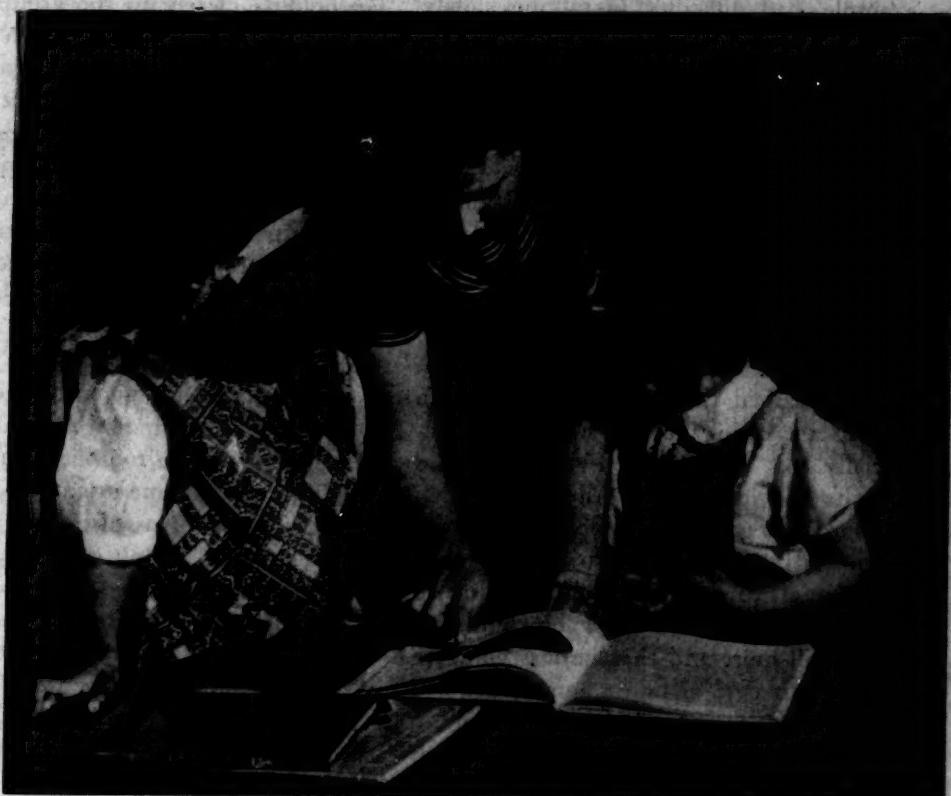
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Courtesy Lucille Allard



so arrange circumstances that spontaneous action on their thoughts is felt to be permissible by the children.

Freedom to be Natural. The first problem for the teacher is generally that of freeing the youngsters from certain forms, customs, ways of responding and inward fears that adults have built into them consciously and unconsciously. To be simple and natural with each other while taking responsibility for results arising in the ventures that they undertake is the first step. Such freedom is shown in the following story about a fifth grade class which had been working on a play.

The class had written this play. Rehearsals conducted by the children had started. Certain weaknesses had become apparent to the class during the dramatic efforts and the children were attempting to give help to each other. Howard, for example, had difficulty in talking slowly and clearly. Time after time he would begin his part, only to be asked to start over again because the class said that it could not understand what he was saying. Howard was trying hard but he had reached the stage where it all seemed rather futile; he felt that he was not living up to what the class expected of an important character in the play. He had made definite improvement, however.

After rehearsal one afternoon, Anna suddenly asked the class if it noticed an improvement in Howard's speaking, especially that afternoon. Everyone agreed that he had improved. All thought that Howard was going to do well.

Howard appeared to grow two inches. With an air of determination he informed his classmates that he knew he could improve still more and that he was going to practice his part aloud at home. He had gained new confidence; there was a gleam in his eye. If his classmates thought he was

improving, why he'd just show them how good he could be.

The teacher sat quietly at her desk. When someone asked her if she didn't think Howard had improved, she agreed, but she made no effort to take the discussion into her hands or to suggest more practice for Howard.

The process of acting effectively as a group is seen in this incident. There was freedom in talking over the situation. Confidence was felt in each other's good faith. Comments were kindly but accurate about errors. The class had ideals with regard to the work it was doing. Howard was being stimulated to come nearer to these ideals by suggestions. For the moment the teacher's help was not needed.

Freedom to be Critical and Purposeful. Even young children readily practice kindly thoughtfulness for each other while yet holding clearly to the group purpose. This was evident in the children of a first grade that had planned a series of pictures to illustrate a story it had dictated. Certain scenes and their size had been decided upon and the children were painting the pictures. One little girl in trying to paint her picture so that it would be acceptable to the others had asked and received the teacher's advice, but she had failed to take the advice and was going on with her painting in her own way.

The children had given her advice, too. One said, "That is too big." Another said, "Lula, your paint is too thick. Your colors aren't pretty." Some just stood and looked doubtful as they passed by her table. To all she replied, "I don't care," if she replied at all.

One little boy said to the teacher, "I'm afraid Lula will spoil our story book. Could we put her picture on the wall?"

"I'm sorry she won't listen," another child added. "I know she won't like it."

"But sometimes you can't do it well," suggested another. In a class conference later, they all helped Lula to understand how she, like the others, could make a satisfactory painting for the class book.

As concern for each other and for joint affairs becomes habitual, children can be led further into taking responsibilities for each other's understanding of the conditions that make for happy group life. The class in a second grade room was asked to gather about the teacher for a conference. Most of the children came to the front of the room in an informal way, talking quietly together. One new little boy, not accustomed to this way of doing, began to make loud remarks and in general to be a disturbance by his actions. The teacher observed this quietly. She waited until he got to the front of the room, which took some time and proved to be a little hard on the children who wanted to be through with the conference quickly so that they might go back to individual activities.

When the boy reached the front of the room the teacher asked the pupils why they were longer than usual in getting together. One little girl said it was because the boy had "disturbed" them. She remarked, "He was slow, too."

The children agreed with her. They decided that most of them had been "helping" each other, but that the one boy had not helped the class. They thought that he should not be allowed to be a part of their class until he learned "how to do."

The teacher asked if the boy had not recently come into the room. The children then decided that he should be allowed another chance and generally gave assent to helping the newcomer to understand.

Freedom to Assume Responsibility and to Maintain Group Principles. Not only do children see what needs to be done, but they are quite equal to planning relative re-

sponsibilities. While a teacher was busy helping one child after another, a little girl came to her saying, "Let some of us help those children with the mistakes in their letters; then you can find time for that work we planned for you to do with us as soon as you could get it in."

Another class had been on a field trip. As this group of youngsters moved through the hall, one child was overheard to say, "Don't let that substitute teacher waste our time when we get in."

Children readily accept as natural, heavy responsibility for being helpful to each other. In one class the teacher saw Harry frequently jerking the sleeve of Tom who was reporting to the class. On investigation it appeared that Harry was giving a signal whenever Tom needed to modify certain grammatical forms. In another school one child said to another as they walked toward a committee meeting, "Rub your eyebrow when I forget, and I'll remember not to."

Children even recognize their responsibility for promoting the principles for which their group stands. "May we have some class time to tell him about how we do?" a self-constituted committee inquired from the teacher after a new boy had arrived in a second grade which was the self-responsible type of class. The children said that the boy was "wasting time by silliness." "He does not see that we are not interested," said one member of the committee. "He must think that is the way to act," remarked another; "he doesn't understand our ways."

In amazing degree, sometimes, children apply to new situations the principles on which they have been acting in other situations. A third grade teacher overheard three girls talking together. "But I don't want to sit by her," said Lucy. "Of course not," was the response of Helen, "but the rest of us have, haven't we?" "You don't

think we wanted to, do you?" continued Jane. Later the teacher saw Lucy place herself for that day next to a very unattractive, dull child who had come to the school the week before. All day Lucy helped the new child to fit into what was going on in the classroom. For several days the teacher observed different little girls taking their turns. Those youngsters had seen what needed to be done and had acted, not merely individually, but as a group.

Unrepressed children have the courage to stand openly for their ideals. A large boy sat on the schoolhouse steps watching the others intently. "Why don't you play?" inquired the teacher. He replied, "They decided I should sit here and think about how to play fair."

"William does not do right," said a classmate at the gathering of another class, "He stays in the toilet rooms much of the time." In a very free discussion, with William participating, the class decided that William should ask the teacher's permission for a while before leaving the room. Later the children considered with him quite seriously whether he could "remember," as they put it, without this reminder; and he himself set the length of his further probation. A third time the class corrected him; it objected to the probation being long drawn out because he was "using up the time of the teacher."

Generally, children also see the relative place for discussion and for action in affairs on their level. "What are you doing?" asked the teacher, entering the classroom at the end of a recreation period and finding the class assembling on the rug. "We are going to talk over how we did at the door today," they replied. "It wasn't good."

Freedom to Develop Insight and Understanding. Boys and girls surprise adults again and again by their insight. They

even know that help may be needed at critical points in development. "Will you change the new boy's seat?" Anna asked in an aside to the teacher. "You know Jim has been having a hard time learning to tend to business anyway and the new boy has lots of 'schemes for fun' that he tells us about."

Children may not follow the lead when they think the adult has failed on an ideal. "When I come calling," planned one six-year-old with another in front of the house the class had built, "you send word to the door that you are not at home." Alice looked startled. "My mother does that, too," she replied slowly. "Let's not play that way. I don't think it's very nice, do you?"

Youngsters are even capable of being understanding and tolerant with adults. "Gracious, she's had a hard time somehow," said one relatively mature sixth grader about her teacher. "She is not often peevish like this. Let's help her." Even when they do not guess at causes, they may sense relative values. "She is slow, isn't she?" remarked one boy to another as the two came from a first hour with a new student teacher in the seventh grade. "Yes," responded the second, "but she's nice. We'll wait for her."

Children too will realize that there should be accounting for all the elements which affect a problem so that due consideration to all participants will need to be given in group discussion of any situation with children. One teacher had led thorough planning she thought. Then from a back seat a thin little voice piped out, "And what are *you* going to do?" Thereafter the teacher no longer merely considered her own part in private but strove inconspicuously to express aloud her ideas about it. She sought more and more to find ways of fostering in the group with whom she worked freedom to express and to eval-

uate her part in plans for group activities.

These stories reveal that children can do a great deal toward making for each other a favorable atmosphere for growth, if those who are giving the guidance will give them closely related responsibility in their particular situations, and will be thoughtful with and for them in regard to the processes developing.

Problems Posed by Modern Grouping

What types of problems do teachers consider while they work with this idea of flexible grouping? How to give security to the timid, how the aggressive may get attention through fine contributing, how leadership expresses itself legitimately, how depth and breadth of thought may come under self-leadership, how guidance—as differing from direction—functions, what factors the guide considers in placing a given child in a group: these are but a few of the many problems. Space will permit only a bit of consideration of one problem.

What questions may the school ask in its efforts to locate a given child in a classroom? How old is the child chronologically? Is he large or small in body? At what stage of development is he physiologically? What is his mental age? What is his I.Q.? Is he a fast or a slow grower? What is his type of intelligence—abstract, artistic, mechanical, social? What personal habits of work has he acquired? Over what skills in language has he control? What is his range of information? Does he mingle easily with children? What contacts has he in the community? What children are his playmates outside of school? What are his responsibilities? What are the parents' attitudes toward

child, school, education, community and life? What are the attitudes and ways of the teachers available?

This is an abbreviated list of questions to consider if educators believe that the group in which a child is placed may seriously affect his development. But the summary question may be simply expressed—which classroom in the school, as these actually now exist, can most nearly meet the present needs of this particular child?

The modern conception of a group demands more from the leader than is found in many schoolkeepers today; it does not demand more than is possible to the average human being who has prepared for guidance rather than for some other type of action and who grows constantly through thoughtful participation in a loved life profession. The conception predicates that faculties of schools be growing together, and that the members of the profession be alert in order that there may be continuity and security for the children who are moved from room to room and from community to community. Perhaps teachers are attempting to form groups to foster children's growth when they have not yet learned how to form effective professional groups for themselves.

It is an historical review as well as in the scientific investigations of today there may be suggestions about the wise manner of grouping in a given community. Since grouping is but one of the means toward an end sought, we are foolish when we adopt ways of grouping that do not achieve our ends, but perhaps more foolish if we do not seriously consider the natural end of our particular way of grouping. The large problem is: What end do we seek?

◆

*O*nce fully enslaved, no nation, state, city of this earth ever afterward resumes its liberty.—Walt Whitman

Toward a Positive Patriotism

Are there certain elements and symbols in our culture which can provide a basis for teaching a world-cooperating Americanism? Mr. Limbert, professor of education at Springfield College, Massachusetts, believes that there are and urges that we make use of them lest those who preach a narrow patriotism or none at all deny to the children an important heritage—pride in their country and the disciplines that come from group action in world cooperation.

I HAVE MADE an interesting but somewhat disconcerting discovery: it is not easy for me to be positive about patriotism. I suspect that many other teachers and parents, putting a premium on critical-mindedness, find themselves in a similar position.

Some of us have reacted so sharply against cheap and romantic pride of country that we find it hard to be thrilled by those things in our land of which we have a right to be proud. We are so conscious of flag-waving as a propaganda device of shallow or unscrupulous speakers that we fail to use the flag as a rich symbol for the things in which we truly believe. We can see so many flaws in the past policies and present practices of our fellow countrymen that we are lacking in appreciation of the strength and reality of the "American dream." We are so aware of the evils of an exaggerated nationalism that we seldom recognize the appropriate role of nationality in the modern world. In our desire to avoid a self-righteous thankfulness that we are not like other nations we are in danger of forgetting to be thankful at all.

In so doing we play into the hands of the very persons whose brand of patriotism

we dislike. Not being sufficiently positive in our teaching of love of fatherland, we let those run away with the crowd who preach a narrow devotion to "my country, right or wrong." Not giving nationalism of a high type its just due, we get accused as "international do-gooders" by the self-styled nationalists of chauvinistic bent.

It has been drummed into us by researchers that in the discipline of children the positive approach of praise and award for what is done right is far more effective than scolding and penalty for wrongdoing. What does this principle of learning mean when applied to our teaching about America? By no means is this an argument for uncritical study of American history or for an undiscriminating instilling of patriotic pride. But one can find ten articles by experts in the social studies warning against wrong ways of teaching pride of nation to one that will show how to develop a wholesome patriotism.

There is a tendency among adults for the pendulum to swing between a glorifying and a debunking approach to American life, and we can not help communicating these moods to our children. War brings glorification of country and a hush-hush policy regarding our own faults and the enemy's virtues. But in the wake of war is likely to come a wave of cynicism and now-it-can-be-told stories that make our youth wonder what is left to believe. Not only does the objective truth about our country lie somewhere between these two extremes, but effective teaching of younger children calls for a judicious weighting of the more positive elements.

A prize story of positive patriotism comes from the nineteenth century history

of Denmark. A hundred years ago the once mighty Danes were fading fast. Guessing wrong in the Napoleonic wars, they had surrendered their fleet to Britain and had to give up Norway which had been joined to Denmark for four centuries. There followed a period of national bankruptcy and stagnation. Then came a remarkable revival of the national spirit, largely through the efforts of a great popular educator, Bishop Grundtvig, sometimes called the Danish Luther. He was not interested in restoring his country's military prowess but he was deeply concerned about renewing pride in Danish culture. In no small measure it was due to his folk high schools that the Danes recovered their morale and became a thriving nation of small landowners. In 1864, in the face of a further loss of territory to Germany, these people rose to reclaim the little peninsula that was left to them and established a small democracy that has been a model for the world.

What Symbols in Our Culture Provide the Basis for a Sound Americanism?

We want a love of country so firmly rooted in the culture of our people that it does not depend for its vitality upon military victories or inexhaustible deposits of ore and soil. In a land like ours so young and vast this mature patriotism is more difficult to achieve than it was in little Denmark. But there are elements in our tradition that provide the basis for a sound Americanism and may put positive content into our children's pledge of allegiance to the flag. The central question can be stated in simple terms equally intelligible to children and their elders: Why do we like to live in America? What makes the United States a country of which we can be proud?

Our first answer, I think, is symbolized by the Statue of Liberty. Some passengers

on the Gripsholm, returning in November from months of confinement under Japanese rule, were so excited as they neared New York that they could not sleep that last night in quarantine and wept unashamedly when they saw the familiar landmark in the harbor. It seems to take experience in an internment camp or the hardships of desert and jungle warfare to impress upon American-born citizens the values of a life they had taken for granted. It is the refugee from this or earlier upheavals in Europe who seems really to appreciate the "American dream." To him the inscription on the pedestal of the Statue of Liberty is more than rhetoric:

Give me your tired, your poor
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, the tempest-tost,
to me;
I lift my lamp beside the golden door.

We need not hide from our children the fact that some who came to these shores looking for liberty and opportunity were disappointed or that others after they had arrived were reluctant to grant to all who came after them the liberties they had sought. But let us strike the major note that this actually has been for multitudes a "sweet land of liberty" and that it still has a chance in these latter days to be a haven for the oppressed—550,000 in the last decade, to be exact. Let us keep telling the story of the coming of groups from many other lands, not only that we may develop appreciation of these new Americans but to express gratitude for the land that gave these peoples a home.

Another symbol of positive patriotism readily available to us is the motto on our coins, *E pluribus unum*. We need not mystify our children with the Latin, but we can use this phrase as the key to our teaching that in union there is strength. The story of the struggle to achieve unity

out of diversity in America is not without its seamy side and the battle is by no means wholly won, but it has been a magnificent experiment in which without hesitation we may take satisfaction.

It is this struggle for unity, of course, that supplies a major *motif* for the drama of American history. For lack of a federating principle the states of Europe have retained their tariff walls and their competing urges for national expansion until twice in a generation they have drawn the whole world into the vortex of war. A United States of Europe is still, we fear, a far-off dream; but the United States of America is a reality surpassing the wildest hopes of its early sponsors. When we get discouraged by sectionalism and irritated by outdated concepts of states' rights, let us pay tribute to those persons and forces that have kept weaving together these diverse patterns into a single national fabric. And may we never become so preoccupied with the loose ends of this unfinished task that we neglect the disciplines involved for us and our children if we are to share in the undertaking. "God mend thine every flaw, confirm thy soul with self-control, thy liberty with law"—to this prayer we can say a hearty amen!

Illustrations Basic for Teaching a World-cooperating Americanism

At no point today is greater positiveness needed in our thinking about patriotism than in our attitude toward other peoples and nations. Can there not be an "expanding economy" of good will so that love of one's own country raises rather than lowers our children's esteem for other lands? As the Fourth of July comes to mean more than fireworks to boys and girls, they should have no difficulty in appreciating the passion of other colonial peoples for independence. Singing about our own "woods and templed hills" should

help them understand the emotion with which people on all continents have looked upon "the good earth."

The record of our dealings with other nations in this hemisphere and abroad is far from spotless, but in our history there are enough illustrations of fair dealing to provide a basis for teaching a world-cooperating type of Americanism. The confidence of the Filipinos in the United States, growing out of a steady progress toward self-government, is a bright spot in the skeptical reaction of the dark-skinned peoples of Asia toward the "white man's burden." The reservoir of good will toward America of which Wendell Willkie writes is not purely an enchantment that comes from distance.

Says Frank Graham, president of the University of North Carolina, "America, settled by peoples of many regions, races, religions, colors, creeds, and cultures, should by moral example lead the way in helping to make the world safe for differences." There is a goal to shoot at—not to conceal differences around the world but to welcome them.

From an American soldier comes the following true story; let us hope that this little girl as she grows older can continue to be unemotional about differences: "My niece, an angelic, untidy four-year-old was playing with her 'Uncle Sojer' as she calls me. A little Negro girl who lives down the street was with us, but her mother called her for dinner. I asked my niece whether she noticed any difference between herself and the other little girl.

"The child thought for a moment and then said, 'Yes, Uncle. She never plays jacks and she has to get scolded to take her nap and she sings nicer than me.'

"She is totally unaware of prejudice or race. I was so touched I had to turn away quickly to hide eyes full of tears, sudden tears of pride and pleasure."

Several Americans in uniform on leave in a large city of India were seen to turn the tables on the humble coolie who was drawing their ricksha. To the coolie's amazement they lifted him to the cushions on which he had never sat before and pulled him merrily down the street. The flabbergasted, perspiring porter, catching onto the friendly spirit of these white men who cared not a whit about caste, finally also broke into a broad grin. This is the "American way" we would be glad to see exported to the ends of the earth.

You want to be "realistic" in teaching patriotism? Yes, but "realism" means taking into account not only the *resistance* to a movement but the *resources* at hand for its achievement. We will be realistic in developing true devotion to native land on the part of our children if we recognize the great resources in our American tradition for positive patriotism. As they aspire to be loyal to "one nation, indivisible," they may become more committed to the proposition that in union there is strength—for the whole world.

Mexico Is My Friend

By ALICE GIBSON HEAP

MEXICO BECAME a personal friend as soon as I crossed the border and lived in one of her homes. Even though I spoke her language barely enough to be understood, I had the privilege of attending classes in her national university.

In my new home I listened to interesting conversations. I went to the country on family picnics. I ate well-prepared and tasty food, and was continually impressed by the polite graciousness of my hostess and her friends. I saw as many of the cities and states of Mexico as my pocketbook and spare time would permit. I gloried in the splendor of snow-covered volcanoes with tropical fruits ripening at their bases. I appreciated the majesty of her architectural ruins, even climbing the great Pyramid of the Sun in the lashing fury of a violent thunder storm.

To me Mexico is not just a picturesque burro, heavily loaded, on the highway, nor a colorful Indian showing his wares in an unsanitary but wonderful market. To me Mexico is the home of the super-craftsman. I watched the multitude of shuttles carry the colors in her looms. I saw the blue glass melted and blown in her factories. I saw the silver from her mines hammered into exquisite articles. I saw

basket weaving and lacquer painting. Their brush work is as delicate as the shadows that come at evening on the blue bay of the Pacific at Acapulco.

I visited beautiful cathedrals. I also knelt at altars and worshipped with people whose grief and joys I shared. I learned some regional songs and the national hymn. I saw, in costume, dances of the different states, and tried them with my own unrhythymical rhythm. I had a season ticket to the opera, and attended the symphonies regularly. I sat enchanted before Spanish-spoken movies. I rode street cars and mingled with working people. I made trips on buses over wonderfully paved highways. I saw the famous Aztec "Calendar Stone" in the National Museum. I ate my lunch and listened to public bands in the parks. Now I receive letters in Spanish expressing deep friendship, for I lived a lifetime in one summer in Mexico.

THEY GAVE ME GIFTS when I left: an onyx thimble, typical lace, and a handwoven tablecloth with bright designs. Yet they gave me more than these material things. They gave me the most precious possession of any nation—the undisguised affection of their very warm hearts.

Are Marks Nonsocial Phenomena?

The answer to the question in the title is yes, says Miss Bain, president of *Wheelock College*, Boston. She discusses what marks are and what they are not, tells why the giving of marks is still common practice, and points out why marks as they are used today can never be adequate evaluations of the individual's ability to be an effective citizen in the group living demanded of him today.

SCHOOL MARKS have come in for considerable overhauling from time to time. Still they persist, indicating that there must be something which has endeared them to the hearts of children, parents, and teachers. What are marks and what are they not?

Marks are convenient means of showing progress. Quick as a flash one can see one's rank—and so can those who stand over one anxiously or indifferently, indignantly or approvingly, watching and judging how well or ill one has done. A, B, C, D; 65, 75, 85, 90; E, G, F, P are points of value to which may be attributed magical importance. They may mean pass or fail; reward or punishment; retain or expell; try again or repeat. They make bookkeeping easy for they are symbolic summaries of things which would take many words and vivid pictures to make clear.

Usually marks represent degrees of mastery of content or skill. Even the letters may be translated into percentages of correct answers to tests on given blocks of material one has been expected to learn. Sometimes they represent one's position on a scale in relation to others in the group, making it an advantage to those who wish to get by to encourage for comparative purposes the presence of a certain number of flunk candidates in the group.

Almost universally marks are assigned by teachers and the basis for their award is determined by teachers. Therefore they are items worked for by pupils by such means as will attain them and at such levels as will satisfy youthful ambition. The obvious thing to do is to please the teacher. Sheer personal favor has worked successfully in some instances but unfavorable publicity given to apple polishing and boot licking in recent years has made teachers on the defensive against this practice and have caused pupils to be so skittish of the disapproval of their fellows that they attempt it only with tongue in cheek. But it is only good sense in view of the stakes involved to try to guess what "the teacher wants" and hew to the line. Or if the individual finds after some experience he's not good at that, the thing to do is to sink into apathy and win his distinction by cultivating the reputation of being genuinely stupid or to try out some troublesome tricks which will insure recognition as a problem child.

Now by setting out what school marks are, we have all but told what they are not. They are not analytical of social progress, even when used, as they often are, to indicate standing in deportment, citizenship, effort or any other such item. No letter or figure can tell what kind of a citizen a human being is nor can it characterize the desires, urges, and ingenuity which make up deportment or effort. Points such as grades do not even represent an evaluation of the true mastery of content and skills; they do not tell how one reads or writes; they do not indicate what one has learned or not learned. They may indicate the need to "study harder" but they do not tell what

to study, how to study; nor do they indicate that the pupil understands to what ends work should be done. Since marks are determined by someone other than the one who receives them, they are not the impersonal, normal milestone of progress but the judgment of a person based on standards set up by that person and not necessarily accepted or even recognized by the pupil.

Perhaps if school marks were recognized for what they are and what they are not, there could be no quarrel with them. As a symbol of something which needs further elaboration, a general hint as to the degree of success, a roughly indicated estimate of values, they might offer a mild stimulus to thinking. But there is usually nothing mild about their interpretation or use.

Why Marks Are Still Used

Children and young people work for grades by fair means or foul. The consequences of not doing so are too great to risk. The process is easy once you get the knack of studying the teacher and getting the hang of what will be marked high, of working hardest for the teacher who is a hard marker, of cramming during marking season even at the sacrifice of other important obligations. Even cheating is made worth while. The reasoning, if indeed reason enters into it, is that if one's progress is assured or blocked by performance on specific tests rather than on the integrity of consistent achievement, why not help oneself over the immediate hurdle for the sake of ultimate good by any means available? But emotion probably enters into the process of grade getting more strongly than does reason. From the time when stricken first graders must learn to read or be left back, to the time of college graduation, the panic mounts.

Parents, all told, rather like grades for their children. Grades give them a quick

appraisal of how the youngsters are doing. They had marks when they were in school and have a lingering feeling for their importance. The report card is a signal, as quickly interpreted as red and green traffic lights, to praise, reward, ridicule, or blame.

This statement is not made to malign parents. But it is reported by many schools which have tried to abandon marks in favor of descriptive characterization of children's work that after all their painstaking effort parents will ask, "But how does my child stand? Is he an A, B, C, or D?" This is a natural reaction after all these years of branding in the schools.

Teachers who are the culprits in all this practice are really not as black as they seem to the pupils. Some teachers like school marks and some detest them. All work hard over them. Those who like to use marks feel that there must be some expeditious way of indicating progress. Marks insure that pupils will work. Without them there would be pretty slipshod performance under the teachers who depend upon them.

The teachers who detest marks are more interested in the process of development of the human beings in their charge than in the product which can be symbolized by a letter or numerical grade. They deplore the necessity for bookkeeping in the belief that the important thing is that which happens inside the individual child and which cannot be transcribed on report cards or official record books. And further, they are concerned lest the very assumption that grades do indicate human values lead to malpractices and misconceptions which block wholesome development in children.

Points to Be Considered in Any Evaluation System

Whole schools and even colleges have in the past two decades abandoned marks. This does not mean that they have ceased to evaluate progress. They have empha-

sized evaluation and have perhaps worked harder than others on the process so that it may be inclusive of many values, analytical of various types of performance, comprehensible to the pupil and challenging to his own effort. The experimentation of the teachers in these institutions has indicated certain directions which all teachers should consider no matter what system of evaluation they are using in the schools in which they teach:

1. Evaluation should be made on the basis of understandings and abilities which are necessary for a child as a person and citizen of merit at his own level.

2. Merit should be judged by standards which are acceptable in their broader aspect to all people in our culture, are flexible in their application to individuals and are dynamic, not fixed or static, in consideration of human development.

3. Standards should be recognized by both pupils and teachers as purposes or goals of work.

4. Records should be analytical, indicating degrees of attainment of standards.

5. For purposes of guidance such records suggest next steps which appear from present performance to be needed.

The outstanding virtues of this type of evaluation, no matter by what specific method it is carried out, lie in the points of view of teachers and pupils toward their

work. They work together for something they are jointly trying to achieve. There is mutual understanding of what they are working for to the degree that each is able to understand. Evidences of progress are many—not few set up by one person and at set periods in the year's work. There is no static end point or grade but there are milestones of progress indicating directions for further work which is needed. And each child is analyzed differently.

Our future citizens need this kind of experience in group living. They do not need to be C students, B students, or even A students. They cannot be. They need to learn to face themselves; to see weaknesses, strengths, unique qualities, and potentialities. They need to learn to subscribe to purposes and to work for standards of achievement, not for marks which can make havoc in childhood and be laughed off in adult years.

The tests of group living of our future citizens will be severe. But if our democratic way of life endures, these tests will be passed by those well disciplined in childhood to recognize worthwhile goals and to judge progress by real evidences of achievement which cannot be expressed by a mark.

Coasting

By Eleanor Svaty

Over the snow
Here we go
Laughing and shouting
To and fro.
Coasting down
Smooth and fast
Clear the way!
We're off at last.
Bumpty, bump
What a spill!
That was worse
Than Jack and Jill.

The School Camp —An Experience in Good Living

What are the unique contributions a school camp makes to the development of children three to seven years of age? What are some of the prerequisites for successful school camp planning? Why is school camp planning important in these times? Mrs. Plank, director of the Presidio Hill School, San Francisco, and former staff member of Haus-der-Kinder in Vienna, answers these questions from the richness of her experiences on two continents.

"**L**ITTLE OLD FISHERMAN" they called him, even though he was only six years old. He arrived in camp with fishing tackle and flies and the earnest determination to catch fish. While the others played and swam, he sat most seriously, fishing at the creek without any chance for success, but perfectly happy.

His name was Francis. At school he had seemed very strange to his peers because of his lack of motor coordination. He would descend stairs step by step like a two-year-old. He was afraid to use any play equipment in the school yard and was rather isolated in the group.

The advisability of a camp experience for Francis had been questioned but the results to him left no doubt of its value. The children developed a very sincere feeling for him and his persistence, which led to his excellent integration into the group during the next school year. The boy who could not step stairs before coming to camp was now able to balance on a self-built stone bridge over the creek and refused help in crossing a cattle guard.

The younger the child the more important it is to integrate real life into his school experience. The most interesting way is by trying to reach the life of the child as a whole by taking him to a school camp, rather than by merely working with groups of children for a few hours a day as we do in nursery school, kindergarten and primary school. Group living in a school camp has an inexhaustible potential for opportunities of development.

We talk so much of emotional security which the child has to find first in his family to make a happy adjustment in life. Very often this security does not fully exist and cannot be created. So a substitute environment in which this security can be developed must be found. When a teacher takes her class to live a month in the school camp we have this substitute environment. Here the child can gain a new type of security through his desire to become a part of a situation well planned beforehand with his own participation, with all the members familiar to him.¹

The value of camp life in general has been well recognized, though coeducational camps for young children are not too well developed and with good reason—the first separation from home is a delicate problem. The best solution that experience suggests is to introduce not more than one new factor at a time into the child's life. The school

¹I have seen this principle at work for the past twenty years, both in Europe and in this country. I have seen group living in institutions, camps, school camps, and an evacuation camp for Basque children. The latter two, each in its way, have appeared to me to be the most fruitful, though I shall not go into the evacuation camp experience in this article.

camp—by having all other factors known and stable—is a continuation of the child's regular life with separation from home as the one new element.

In camp life the teacher takes over some of the functions of the mother but with a different slant. Her attention and care are directed partly to the group as a whole and partly to the individuals who compose it. For instance, the mother will try to have some quiet minutes with her child before he goes to bed. In group living the teacher, not harassed like the mother by a pile of unwashed dishes or the demands of other members of the family, knows that this evening hour is one of the nicest times of the day for the children. So she will prepare a story or song or a talk about things that happened during the day; then the children will go to sleep with a feeling of enjoyment of what they have seen or done in common as a group, or with the recurrent enjoyment of a song they have heard together. After that the teacher will make her round and have a chance to tuck each child in, to give or get a kiss where it is wanted, and even to receive some most confidential whisperings.

The teacher, of course, both gives and receives emotions as a mother substitute. But her position is quite different from that of other substitute mothers, such as foster mothers. A child finds it difficult to adjust at the same time to both the foster mother and his own mother. Both require the same emotional response which cannot be divided. Group living obviates this difficulty. We have often found that after camp life the child's relationship to his mother has grown deeper. He has become more independent, is proud of his achievements, and is full of tales to tell when he comes back. Peter provides a good example:

All the way back from camp Peter, aged six, said, "At the depot I'll get the next bus and go back to camp." Upon

greeting his mother, of course, he was overjoyed to be at home and forgot his idea. His mother reported later: His first night at home Peter was definitely happy to be back, but expressed a feeling of belonging to both places. The following morning he happily appraised his own accomplishments at camp by offering to make not only his own bed but the beds of others in the family. During the following month there were many conversations with playmates during which camp trophies were shown, always with the concluding comments, "I am going to go to my camp every summer as long as I go to this school."

Let us not forget that mother has had a deserved rest, too, and is more ready to cope with the daily routine.

What group living means to a child was brought home to me dramatically by my experience with Jan whose mother had died and whose father was a political prisoner in another country. He had been sent to us from abroad, boarded with friends of his family and attended our school for two years. In the second spring we took him to camp. Afterward he had again to go to another country and there I saw him several years later. When I entered his poor little room there were two things over his bed—a map of the world and a photograph of our group around the campfire.

Prerequisites for Successful School Camp Planning

Under what conditions should a school camp be planned? The first prerequisite is the confidence of the parents and their participation in the plan. The second is the interest of the teachers in group living with their children. The staff of a school will work much better after having created a camp together and shared the enjoyment of it. The third prerequisite is the creation of a congenial body of student helpers.

These helpers are usually eager to enter some field of teaching or education work and come with a very open and enthusiastic attitude. They get a chance to see whether they can build up the right relation with a child and whether they can take upon themselves all the little matters of daily routine. They should be included in the planning and preparation a long time before camp starts, and should be entrusted with some specific responsibilities of their own. Even if the camp funds were sufficient to employ trained personnel only, it would be to the advantage of both children and teachers to include the right kind of young people, although untrained. It is good in-service training for them, too.

We developed a plan which made it possible for everyone to afford the school camp. Camp sites can be had for relatively cheap rents before and after the full camp season.² When the camp is used within the school year a staff of regular teachers and young volunteers can be gathered without extra expense. Both in Europe and in this country I have found social agencies interested in helping with camperships.

Plans and preparations can be worked out with full parent participation. In our camp all the preliminary shopping and menus were worked out by a committee of mothers. Fathers came along to get the place ready for us. Sewing groups prepared the clothing lists and gave advice on the right kind of simple and healthful clothing. Books and toys were collected; medical equipment was provided. The budget was completed by the parents so that they all saw what was needed and contributed freely above the required minimum.

I prefer to have no mother actually along with a group of young children. The child gets less of a chance for full inde-

pendent adjustment and the presence of one mother may also disturb others whose mothers cannot be present. On the other hand, parent visits can be a great contribution. After the first adjustment it is much pleasanter to have parents drop in informally and really participate in the camp life than to have a "visiting Sunday." In a camp for which a group of parents have shared in the preparation the parent does not come as an individual but as a representative bringing messages or gifts for the whole group.

Parents who have had doubts as to the abilities and charms of their children are sometimes amazed to see them show up in camp. They have never had a chance to see their child functioning outside of the family unit and are pleasantly surprised to find him nicer and more independent than they expected—an appreciation that cannot be achieved by reports nor by school visiting.

The camp not only helps the parents to know their children better from a different angle, but it also gives the teachers a better insight into the mother-child relationship. As planning and preparation for camp mean a less usual and more complicated job for the parents than the regular school routine, they bring about more revealing reactions on the part of the parents. Letters show much, and the way a child's equipment is collected and kept is a story in itself. One mother who never came to parents' meetings and almost avoided all contact with the teachers was particularly eager to send her five-year-old boy to camp. When he came his whole equipment was brand new, though the parents had been told not to go to any unnecessary expense. In this particular case the mother felt so guilty for failing to give proper attention to her child that she compensated by equipping him well to show us how much she did care for him.

²A camp for children from three to seven years of age should plan for not more than twenty-five or thirty children. It is most successful if it resembles as closely as possible a small all-round farm. Water and virgin country around the place complete a perfect environment.

Benefits to the Child of a School Camp Experience

What does a school camp offer to the child itself? The simple processes of daily life are mostly out of reach of the understanding and observation of a young child in a metropolitan city. So a main objective of the camp—apart from the value of group living as such—is that everything that happens in daily life can be seen clearly as a process by the children. Instead of buying a can of apple sauce they shake a tree, gather buckets of apples, cut them, and cook them into sauce.

They make a mailbox, take the collected letters to the village, and wait for the bus that brings the mail from the city. Writing and reading mean for the first time a real means of communication.

They collect kindling wood or watch the butane tank being brought in. Science and physical skills are in their natural setting. The creek invites the children to learn swimming or to dare for the first time to step into running water. A neighbor invites them for a hay ride or to watch the sheepshearing. They in turn invite him to a campfire and he contributes delightful local songs and stories.

The realization that by walking you actually do get from one place to another is a new experience for some children. That the countryside also has machinery of its own is an eye opener, too. I saw its spell work in a California redwood lumber mill as well as in an Austrian salt mine that had been in operation for some two thousand years.

Amazing growth—physical, emotional, intellectual—can often be observed, after a few weeks at camp, in children who have been developing very slowly during the year. The reason is clear: to overcome cer-

tain difficulties these children needed a unified environment free from the duality of home and school that sometimes unavoidably is at cross purposes. It is interesting to observe how often small happenings at camp will be retold and glorified during the following year at school. It seems to be a strong common memory which somehow gives an emotional backbone to a group of children.

How "collectively" the children have responded to the camp environment appears when we try to carry back to town safely all the turtles and the salamanders, the Indian arrows and hammers—especially all kinds of remarkable stones—along with half-broken skulls, cow jaws, ram horns, hides, caterpillars, and the Indian corn harvested in the vegetable garden.

We might ask ourselves what good it does to have such plans beyond our usual scope of education presented at a moment when some of the most dire needs for education cannot be satisfied—plans which seem so unrelated to the immediate problems which we have to face. But these plans are related. Our children live in a much less stable emotional environment than ever before. We must try to build up their feeling that they belong somewhere. Also, the emergency has forced and the post-war era may force separation of children from their homes; they will be better prepared if a first separation has taken place under carefully prepared, controlled conditions. We do not even have to think of mass evacuation: families moving to other cities following the call of war needs, mothers going to work, and all the many similar situations put stresses on the child that work in the same direction. Now if ever is the time to plan for the life of the child as a whole. A school camp experience offers limitless possibilities.

Flowers that Bloom in the Spring

An experiment in the conservation of wild flowers by a group of eight-year-olds is described by Mr. Bateman, who is superintendent of schools at Clayton, Michigan. Mr. Bateman has had student teaching experience in nursery school, kindergarten and third grade. Last year he was sixth grade critic teacher in the State Teachers College, Tempe, Arizona.

ACH SPRING PRESENTS to the teacher in the elementary school the need for studying the conservation of wild flowers. In the middle west, when the trilliums begin to bloom and the spring beauties cover the ground, children and adults in their quest for wild flowers destroy many beauty spots. One spring an experiment was tried with third grade children which was unusually successful in bringing to that group and to the whole school a greater understanding of the need for conserving floral life.

When the first influx of wild flowers from the out-of-doors to our classroom began, the teacher discouraged the practice and helped the group to make plans for a field trip by bus to a woods on the farm of one of the boys in the group. In order to get the most out of our field trip we waited until it was certain that we would be able to see the greatest variety of wild flowers at one time.

In the meantime, we made several excursions on foot to nearby fields and wood lots and along the banks of the Chippewa River which runs through the city. We learned to recognize some of the wild flowers but we agreed not to bring any into the room. It is needless to mention that a few flowers were picked on each trip. This failure to keep our agreement helped us,

when we evaluated our field trips, to see that habit patterns which had been built up in previous years and in after-school playtime were not easily broken. We began to think of ways in which it would be possible for everybody to see all of the plants. Someone suggested bringing one of each kind into the room to look at.

The teacher told the children of his experiences in college with the use of the herbarium. It was easy for them to understand the possible use of dried, pressed flowers for many of the children, at one time or another, had found flowers pressed in books at home. They recalled that these flowers could still be recognized after they had lain in the books untouched for years. It was not difficult to point out that by carefully selecting one specimen and removing it root and all to be preserved for years to come a considerable saving of wild life could be effected. The children could see how useful such a collection would be. As one little girl said, "We can look at flowers any time then, can't we?"

In anticipation of a day's collection of wildflowers, we had to discover a way to press and preserve them. We asked the help of our custodians who gave us two boards of five-ply wood three-quarters of an inch thick, ten by twenty-one inches. With the boards they loaned us four wooden hand screws or carpenter's clamps.

Our trip to the woods was a great success. We left school about eleven o'clock with baskets and boxes of lunch. We took a spade and a trowel to dig with and two large metal popcorn cans with tight fitting covers to use as vases to keep our flowers fresh until we could press them. We spent our regular lunch hour sitting under the

trees eating sandwiches and recalling our plans and agreements for the day. We made these rules:

We will try to stay together so that we can share anything interesting we may see.

We will leave any flower where it is unless we intend to take it back to school to press.

We will dig all plants very carefully.

We will take only strong, healthy plants.

We will walk very carefully to avoid stepping on plants and flowers.

The last rule was very difficult to keep because the faun lilies were just coming into bloom and spring beauties were making their last stand. There was a veritable carpet of wild flowers. We went to work with trowel and shovel taking turns at digging in the soft, sandy soil as we prepared each carefully selected specimen for our vascula.

While we were at work, two little girls decided to pick violets in spite of our rules. In their hasty efforts they pulled several fine violet plants out of the sandy soil, roots and all. Unfortunately we had already collected specimens of the same type. We held a council and the group decided to send the girls back to the bus which was within sight across the field. As the two girls went on their reluctant way, the probability that the same mistake would reoccur diminished.

Pressing and Mounting the Flowers

When we had our full collection of plants we hastened back to school where a new job presented itself. We carefully washed the dirt from the roots of our plants and prepared them for the press. As each plant came from the wash we laid it very carefully on a sheet of newsprint to dry a little before it went into the press. When each plant was ready we sandwiched it between two sheets of clean newsprint and two folded newspapers. A committee stayed on after school and by four-thirty

the job was done. Very carefully we tightened the hand screws and squeezed our flowers between the two plywood boards.

Next morning we changed the newsprint and screwed the press tighter. We left the specimens for another two days, tightening the screws each day. When the flowers came from the press they were flat and dry, all ready for mounting. We mounted each flower on a sheet of fine drawing paper fifteen by twenty-two inches, securing it with strips of half-inch scotch tape which is still holding very well.

The children compared their plants with the plates in a book on wild flowers.¹ In cases where it was difficult to be sure of the species, the teacher consulted Gray's *Manual of Botany*.² The children enjoyed making the comparisons. As we identified each plant we prepared a label with the scientific name, the common name, the name of the person who originally classified it, the place where it was collected, and the date it was taken, so that our herbarium would be permanently useful. We used gummed labels to record our information and pasted them in the lower right-hand corner of each plate.

We Share Our Information With Others

One morning while we were working on our herbarium some of the children came rushing into the room to tell me that a second grade child had brought a large bouquet of trilliums to his teacher. We had made the picking of trilliums a permanent "don't" in our room, so quite naturally the children were very much excited. Before we began our study of wild flowers we had learned something about the importance

¹ *Wild Flowers*. By Homer D. House. New York: The Macmillan Company, 1935; \$3.95. This is an excellent reference book. Without it the children would not have been able to classify any of the plants. The colorful plates and the scientific accuracy of the material make it invaluable in an activity of this kind.

² *New Manual of Botany*. By Asa Gray. Revised by Lincoln Robinson and Merritt Lyndon Fernald. New York: American Book Company, 1908. 7th ed. \$3.



Figure I. *Trillium grandiflorum*



Figure II. *Phlox divaricata*



Figure III. *Caulophyllum thalictroides*



Figure IV. *Viola eriocarpa*



Figure V. *Bicuculla* or *Dicentra cucullaria*



Figure VI. *Claytonia virginica*

of the leaves in preparing food for plants, especially those of the bulbous type like the trillium. We knew that trilliums died when they were picked below their three leaves. Of course any one who picked a trillium would naturally pick it below the leaves or there would be very little stem with it. The incident became a school problem and we were asked to present our discoveries to the other groups in the school.

We reviewed the principles of the importance of leaves and carefully examined each plant to see how picking would affect it. We divided the plants into four gen-

eral groups and made each child responsible for one plant which he analyzed and classified on the basis of the characteristics which he noted. We used these four general groups as a basis for classification:

Flowers which should not be picked because of leaf placement or stem structure.

Flowers which can be picked without endangering the plant or without fear of extermination.

Flowers which can be picked but which need to be handled with particular care.

Flowers which are not decorative or are so minor a part of the plant that only foliage can be seen, and those plants which fade quickly after picking because of tube-like stem structure.

When the children were ready, we invited each group individually into our room where we had our herbarium plates on display. After each group had seen our display, every child presented his analysis to the group. The trillium (*Trillium grandiflorum*, Figure 1) was of course put into group one and its peculiar structure was pointed out to our visitors.

The wild blue phlox (*Phlox divaricata*, Figure 2) was analyzed as one which should be picked very carefully because all of the stems branched from a common base at the roots. The stems are very tough, causing the plant to be unrooted easily from the loose earth when picked. The child advised the use of scissors or a sharp knife in gathering these flowers and recommended taking only one or two flowers from each plant.

Blue cohosh (*Caulophyllum thalictroides*, Figure 3) was rejected as unsuitable for picking because of its diminutive flowers and its abundant foliage.

The yellow violet (*Viola eriocarpa*, Figure 4) is one of the flowers which may be picked so long as it is not uprooted. Along with the aster, buttercup, goldenrod and

other field and roadside flowers, it is beautiful enough and is spread quickly enough to make the gathering of it conservationally sound.

Dutchman's breeches (*Bicuculla* or *Di-
centra cucullaria*, Figure 5) we found to be of the hollow-stemmed type that loses its beauty quickly and consequently is not good in bouquets.

Spring beauties (*Claytonia virginica*, Figure 6) should be picked sparingly and but a few flowers removed from each plant.

By giving each of the children an opportunity to examine a separate plant, they all gained an understanding of flower anatomy and an appreciation of the importance of conserving wild flowers that they otherwise may not have had. The new group of third graders this year will not need to gather so many flowers, and they will probably choose some of the later spring blooms to bring our collection to greater usefulness. The plates shown represent but a small part of the collection of the more common varieties of wild flowers. Perhaps some day we will have specimens of most of the flowers that are illustrated in our wild flower book.

On The Elevated Train

By Eleanor Svaty

The elevated is a train
High up on a track.
It takes us where we want to go,
Then brings us safely back.
We're higher than the busses,
We're higher than a car.
We're higher than the tops of trees—
O-o-o Whee! How high we are!

The people going in the shops,
And people on the street,
All go about their busy way
Right beneath our feet.
We can see the yellow busses,
We can see the big black car,
We can see the children in the park—
O-o-o Whee! How high we are!

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By BETH NEAL OSBOURN AND
EMMA DICKSON SHEEHY

Sunday "Sing" at Horace Mann School

Out of a background of satisfying parent-child-teacher relationships came another opportunity to share an enjoyable experience—a Sunday "Sing." Mrs. Osbourn and Mrs. Sheehy, teachers in the Horace Mann School at Teachers College, Columbia University, describe a Sunday sing and how it came to be. Mutual interest in children and music and genuine respect for each other as people provide the foundation stones for such an experience as this.

A SHORT TIME AGO the president of our Horace Mann Parents' Association asked us what we thought of the idea of children and parents getting together some Sunday afternoon at the school and having a "community sing." Here was a chance for all of us to sing—young and old—and what better place than at school? The whole idea was such a "natural" that we wondered why we hadn't thought of it before.

The last Sunday of January was the day chosen for our get-together. Long before half-past three, children and parents started coming in to Room 110 at Teachers College. Outdoors, it was crisp and cold; indoors, people were warming themselves by a blazing hearth fire, talking to old friends and making new acquaintances. We don't think it was the popcorn that brought over one hundred and fifty people to the "sing"!

From the returned postcards on which we asked the parents to write the names of several songs they liked best, we found all the old favorites with *Home On the Range*, *My Old Kentucky Home*, and *Oh, Susanna* still the most popular. Such a

chorus of men's voices we haven't heard in many a day. The time was all too short; people left reluctantly making us promise that this would not be the only Sunday afternoon "sing" at Horace Mann.

Now all of this may not seem important in itself. To have a "community sing" is far from novel, yet, why should parents have asked for a get-together of this kind in the first place? Here it is important that we consider the meaning of the word "community", that we look again at the vital part that music plays in our everyday living. Thoughts came to our minds; a few key words stood out: parents, teachers, children, music, families, community. Then more intimate words came to mind: mother, father, child, friendships, songs—simple words but the very ones that are the essence of living.

One thing our "Sunday sing" underscored for us. It was another illustration of what our friendly contacts between parents and teachers at Horace Mann inspire. So far as the parents of the younger children are concerned, there is perhaps an even closer bond between mother, father, and teacher. This is a natural thing because of the dependence of the child on the adult during these early years. And the dependence, too, of the teacher who works with little children, upon the parents. She needs all the help she can get from those who know the child best.

Since we are always interested in enriching children's lives and since teachers are human and have their limitations, what is more natural than to look for opportunities everywhere which will bring to our children new and varied experiences? Here is

a fertile field right at hand and folks who are willing and eager to help. Big people like a chance to come to kindergarten, too. At these individual conferences, then, as well as at our group meetings, parents are asked to lend themselves and their talents to us when they can. Often there are friends of the parents who have some special talent and who will be glad to spend an hour in kindergarten working with the children or playing an instrument for them or singing with them.

Parents get into the habit of looking for people or things that would be interesting to our children. "Would you like Connie's grandmother to come and paint some morning?" "Howell's father would like to come and tell an Uncle Remus story some day." "I'll be glad to help out when there is any special sewing interest." "How about some Christmas carols on my 'cello?" "I have a friend who plays the guitar and sings folk songs. He would be glad to come and entertain the children." And so it goes. Parents feel that they are a part of the entire program and offer what they have to give—from sawing wood for the fireplace to bringing in a human skull to show to a few children who had a sudden interest in the "inside of our heads."

The Special Music Teacher and Parent-Child Relationships

Here we digress long enough to explain how the parents-child-teacher relationship carries over to the special music teacher. The fruits of these initial contacts carry right through the school in various ways. For instance, the kindergarten teacher in her enthusiasm for music fills the ears of the music teacher at lunch time or when she meets her in the hall with news of exciting things that are happening in her room. "Louise's mother is going to sing for us tomorrow. Come in and meet her and enjoy her with us." This is one of

the ways the music teacher gets acquainted with the kindergarten parents whose children she will be teaching the following year. Again, she is invited to grade mothers' meetings or the grade teachers themselves pass on the good news to her when they discover musical parents.

Still another way in which the music teacher finds out about music interests in the home is through the children. The songs they sing of their own choice reflect the home as well as the radio! Fortunately, we still have some parents who have held on to their singing voices, so the songs the children sing are not all influenced by radio.

Of course the music teacher has her favorites, too, and with all this wealth of material which is brought to her she is constantly on the lookout for opportunities to enrich the children's song repertory with more and better music.

Then there is Fathers' Day which gives the music teacher another opportunity to hear some of father's favorite songs. She finds out from the children beforehand what their fathers would like to sing when they come to school and what school songs the children would like their fathers to hear. Fathers with good voices are discovered and often they come back another day and sing for the children.

To come back to our "Sunday sing". We all had such a happy time that we are making plans and looking forward to more Sunday afternoons together. Perhaps other people in the neighborhood who are not connected with the school will be interested in joining us from time to time. Some of the parents have already suggested bringing friends the next time we sing. Perhaps this is just one of the many ways in which the school will gradually get better acquainted with and more closely represent the community in which it is located. Only time will tell.

Children's Reading in Wartime

Miss Butler, who made a school wartime study for the American Library Association, has prepared this article from some of the information she has obtained. Children are demanding current materials on current subjects. They are using films, globes and maps with increasing interest and skill. They are investigating new fields for new information. That some of the old stand-bys are still favorites is cause for satisfaction concerning the children's emotional state.

What do children want to read about in wartime? The answer can be made in one word—airplanes. Books about planes and anything that has to do with planes, whether fiction or non-fiction, whether about types, models, parts, flying routes, raids, pilots or bombardiers are being read eagerly and intelligently. So say reports received by the American Library Association from elementary libraries in many parts of the country. This interest, according to the school librarians, is innate partly in the excitement and glamor attached to flying, and partly it is a reflection of the common preoccupation with war into which the whole nation is plunged.

For children are reading about war, too. They want to know about the make-up of our armed forces, the various branches of service (women's as well as men's) their uniforms and insignia, the lives of leaders like MacArthur and Eisenhower, and how young people can help in the struggle at home. Qualms adults may have had about the wisdom of plunging small children into a consideration of war and participation in its activities have been effectively stilled by the wholesome reactions which follow the reading of such

books as Munro Leaf's *A War Handbook for Young Americans*. Children reach beyond their normal reading level to uncover its suggestions of things to do and attitudes proper to a young citizen of a free country.

Sixth graders, too, are stretching in their reading today, struggling through the best-seller account that lies on the table at home—*The Raft*, *They Were Expendable*, and *Tally-bo!* These books serve a double purpose in that they are adventure stories and hero tales par excellence and yet they also satisfy the need for realistic stories of the readers' own time.

Under skillful direction of teachers and librarians, children are reading in other fields as well, fields calculated to give them an understanding of the war and the aims of the peace to come. Classroom discussion, library displays and individual suggestions have led them to books about America, past and present, her heroes and cultural traditions. Questions of how the war came about have steered young folk to books on democracy, its meaning, values and appreciations. The need of knowing about America's allies has opened up wide reading on Latin America, the United Nations, Africa and the Pacific. Shortages and rationing restrictions arouse interest in material on consumer education, victory gardens, nutrition and health, games and things to make and do at home when parents are working or the car cannot be used.

In all the phases of the war, knowledge of geography and of the people of other countries is implied, hence one of the most frequent calls made upon the school library is for information to show the relationship of America to the rest of the world, interdependence of nations and the

proximity of continents. Significantly characteristic of these fields of interest is the necessity for providing timely, up-to-date information. Tales of long ago are still read, but there is new demand for current materials on current subjects.

Increased Use of Different Media of Information

The media through which children have acquired this information have changed, too. For a long time it was considered that the library for elementary school children consisted of books plus several juvenile magazines and perhaps a few hundred mounted pictures. Books are still paramount and probably will always be so for many reasons. But children are using other media to supplement books, media which excel in vividness of presentation for certain subjects or in ease of acquisition. Chief of these is the pamphlet. Its use has increased tremendously in all libraries during the past year. So timely, inexpensive and convenient is it that school librarians regret it is not more often written for the elementary level.

Children are reading more magazines. Films bring important experiences to boys and girls in their classrooms. New place names which children hear over the radio and associate with the fighting forces have stimulated hitherto unparalleled interest in maps. And the globe, long regarded as a library ornament, now shows signs of wear from the hands that have twirled it, measuring distances from Duluth to Berlin, Detroit to Tokio. The use of these media has been extended by the war, and their introduction hastened in those schools in which they are new.

New subject fields, new treatment and new media are indications of emphases present in the elementary school program of today. Though curricula have changed little on these levels—and objectives not at

all—motivation and emphases are colored by the times.

The primary aim of elementary education is still the development of happy, normal childhood into mature, responsible citizenship. That the child's adult world will probably be unlike any his forebears have known is conceded, hence he can be prepared for only so much of it as can be surmised. Some schools have introduced consumer education, Latin America and the United Nations into their curricula. Geography and the new air-age have assumed new proportions in practically every school. But the basic skills, attitudes and understandings now being taught will be as fundamental for today's child, it is expected, as they have proved to be for his father and older brothers. Ability and opportunity to read discriminately are among the most important of these.

Since elementary education is aimed at the postwar period, it is important that war, for all its compelling interest, should be allowed to interfere as little as possible with the schools' program. Children are being asked to contribute their share in prosecution as part of the democratic process, but not to the point of exploitation. Certain libraries are consciously emphasizing fairy tales as a counterweight to divert attention from bombers and wrecked cities. Humor and ancient hero tales are similarly stressed to provide substitute imagery for war concepts.

Although books are being provided which will answer children's questions about the war, these are not books which glorify war or lay bare its cruel and emotional aspects. Rather they are matter-of-fact books like *The Wishing Window*, *Primrose Day* and *The Questions of Life* which tell them about children in the war without disturbing their sense of security. Books like *Call It Courage*, *Torch of Liberty*, *Wings for Nikias* and *They Were*

Strong and Good are being used to bolster courage and allay creeping fears.

Overweighing the balance of war books is a host of other books depicting the normalcies of life which teachers and librarians agree are just as important now in war as they were in peace. What school librarians are doing to make sure that the distortions of war shall not prevent children from coming to know these books or from deriving the satisfactions they possess for childhood is ably described in the words of the Campus School Librarian of the Western Washington College of Education, who writes:

I feel very strongly that all librarians, particularly children's librarians, should in these days see to it that their readers have all the poetry and the folklore, the humorous, the

imaginative, and the timeless literature that they can absorb. Lumbering is still taught (here) as a unit and now more than ever we need Paul Bunyan.

When student teachers wander perplexedly . . . looking for stories to read aloud to children, I suggest *The Bastables* and *Elijah the Fishbite*, *The Three Sneezes* and *Time to Laugh*. *Winnie-the-Pooh* isn't relegated to the primary youngsters. The fifth graders are discovering it all over again and they choose bits of it to be read at the beginning of each school day.

A few months ago when we were preparing lists of what we would actually place in our air raid shelters, both a second grade and a seventh voted to take with them one of the Dolittle books. The fifth grade wanted *Wind in the Willows* brought along even for the drills on the chance of a quiet moment for reading. And a group of second graders was insistent on *Tirra-Lirra*. Verily there is a "world that does not change," contact with which we who know these books owe our children.



Courtesy Adele Franklin, All Day Neighborhood Schools, New York

The Five A's prepare to run the school library.

The Discipline of Group Experiences

Sometimes Mother was almost frantic even though she made a point of leaving them alone in the kitchen while she went about some other household task. No matter what she did, she could guess what was going on in the kitchen. Jan would be making up a story about every cup, plate and spoon as she washed it, while Peter would be listening wide-eyed to the wonder of Jan's make-believe as he in like tempo dried each object. True, Mother admitted, it did help one to forget the mundaneness of dish washing if while working one could make up marvellous stories. True, two of the youngest family members were having the experience of doing a necessary job together.

"Someday I'm just going to clear those two youngsters out of the kitchen and do the dishes myself. Jan's stories get more involved every day. It takes them hours to do a few dishes. It would probably be much better for them to be playing outside, anyhow," reasoned Mother.

"On the other hand," countered Father, "how will they ever learn to work if you do it all? That's not right either. Maybe you had better think of some way to improve their work habits without depriving them of the pleasure they seem to have in doing the dishes, with stories and such."

* * * *

Miss Mitchell called the six-year-olds together for a conference in front of the room. It was early in the school year and the sixes had not had much experience with "conferences." Tommy strayed over to the reading table, picked up a book and sat down to read instead of proceeding on his way to the front of the room. Sally and Susan burst into giggles as they both tripped over Tommy's feet. Michael called out, "Say, Miss Mitchell, did you know the guppies had babies now?"

"Hurry along, boys and girls," replied Miss Mitchell. "I've just had a note from Miss Parkinson and I think we need to talk about what she says."

Gradually the group assembled in somewhat desultory fashion. "It seems that some boys and girls in this room have forgotten about our snowball rules," reminded Miss Mitchell. "Miss Parkinson says that on the way home from school last night some of you were throwing

Across the

snowballs and broke the window in Miss Merry's front door. Don't you think we had better talk about this and decide what needs to be done? Has anyone any suggestions?"

Then ensued a ten-minute discussion period of "Who-done-it?" and why, of accusations and regrets, of blame and censure. The result was a decision, more or less group-arrived-at, to stop throwing snowballs on the street and to pay for the broken window.

"This business of expecting a group of six-year-olds to make group decisions is all bosh," grumbled Miss Mitchell to Miss Parkinson, the principal, as they talked over the window affair. "Finally I had to tell them that the window pane was broken because everyone throwing snowballs was to blame. They could not agree on whose snowball actually broke the window. I don't think they really knew. But they did decide, after I pointed out to them that all the snowballers were to blame, that they should pay for the window. They would be talking yet if I hadn't stopped them."

"Yes, it does take a tremendous amount of patience and careful guidance to help the sixes learn the processes of group participation. But isn't it worth while that even two members of the group saw that it was their responsibility to pay for the window pane? The next time this group makes a decision about something—and I hope it isn't a broken window pane—I believe you will see more of them participating in making a group decision."

"Oh, I'm convinced that it is important and worth while but it certainly would be a lot quicker and easier just to tell them what they had to do," said Miss Mitchell.

These two anecdotes are meant to show that the discipline of group experiences extends beyond the group itself. Perhaps one of the reasons we hesitate to provide opportunities through which children can make group decisions is because of the discipline involved for us as the adult guides of children. We are not willing to release our own controls of children's activities. We lack faith in the ability of children to grow continuously in making better and better decisions and for acting in improved ways. We lack the patience to let the longer process work.

the Editor's Desk

We want results—results in terms of immediacy rather than in terms of long-time child development. We fail to recognize that it is just as important to learn a process as it is to learn content. Process is content.

It takes real courage on the part of a self-disciplined adult to make positive for children this disciplining experience—the experience of planning and doing as a group.

Paper Troubles The "limp and light" feel of CHILDHOOD EDUCATION these days is due to the quality of paper on which it is printed. Although we do not like this paper, it is the best we can get at the present time. We hope that you will bear with us until that happier day when the paper we prefer to use is once again available.

Shipyard Nursery School. Recent copies of *The Bo's'n's Whistle*, published by the Oregon Shipbuilding Corporation and the Kaiser Company of Vancouver and Portland, contain stories of the shipyard nursery schools. These schools are of particular interest to us because they are directed by our friends, Lois Meek Stoltz and James L. Hymes, Jr.

At the three Kaiser shipyards—Vancouver, Swan Island, and Oregon Ship—ultramodern child care centers were opened in November to care for the children of mothers who work at the shipyards. One story tells how the U. S. Maritime Commission authorized the construction of these child care centers, each of which cost approximately \$250,000, and describes the units. Each unit consists of sixteen large, airy rooms designed to accommodate twenty-five children. Each unit is completely equipped, has an isolation room with a nurse in attendance, large covered play porches, completely equipped playgrounds, and a modern nursery for infants. The architects' drawing shows an octagon-shaped building with sixteen extended wings. The play yard is in the center of the octagon and is easily approached via the covered porches from the many wings.

In addition to the care of the children, an outstanding feature of the new centers is a

pre-cooked food service. A mother is able to purchase the main course for her family meal at a reasonable cost and to collect her youngster at the same time. The total cost of the child care services, including food for children from one family, is: one child, seventy-five cents per day; two children, \$1.25 per day; three children, \$1.75 per day. The centers care for children from eighteen months to six years, are open seven days a week, and at present care only for the children of mothers on the day and swing shifts.

An Answer to "Business Week" We like William G. Carr's reply via *The School Executive* (December 1943) to the article in the October 2 issue of *Business Week* which expressed profound concern about the effectiveness of American schools. *Business Week's* article concludes with the question: "We have been told that the hope of democracy lies in an educated people. On the record, just how bright is that hope? And what are we doing about it?"

Mr. Carr lists some of the things that have "been done about it" in the past two years and challenges business leaders with:

"Someday there will come to power a business leadership that will realize that bricks are not made without straw. The good schools that educators and business men and all other thoughtful citizens sincerely desire are not to be obtained by guerilla attacks upon the present underfinanced, struggling educational institutions. This new American business leadership will sooner or later find out that the effectiveness of our democratic institutions, the continued success of the American system of economic production, and a more adequate and a more equitable program of education are inextricably interrelated. Only such a leadership can contribute in a fundamental way to the solution of the economic and educational problems of our country. We wait with confidence for such leadership to appear."

In the next few years all of us engaged in teaching are going to have many questions asked us and many criticisms made to us of the ineffectiveness of public education in America. The way in which we answer these questions and respond to these criticisms will show up our own philosophy of education. It isn't too late to do a little self-analyzing and to begin to think about some answers.

Books FOR TEACHERS...

CURRICULUM PRINCIPLES AND SOCIAL TRENDS. By J. Minor Gwynn. New York: The Macmillan Company, 1943. Pp. 630. \$3.50.

Curriculum Principles and Social Trends is more than just a book on the curriculum. It is a source book containing a remarkable amount of material and is a study guide for the student and worker in the field of curriculum development. Out of its materials and suggestions could easily be developed an excellent college or university course in the curriculum field or a working plan for curriculum improvement in a school situation. The book offers an opportunity to get a very comprehensive insight into curriculum development in relationship to many of the current social trends, provided the reader has the interest and the patience to stick by the book until he has completed it.

The first chapter, comprising thirty-six pages, is given to an overview of the evolution of the curriculum. This reviewer feels that this chapter presents an outstanding sketch of the development of the curriculum in the American school system. It is enriched by a number of ingenious and interesting figures and tables.

The next sixteen chapters of the book, comprising somewhat more than four hundred fifty pages, represent a detailed presentation of the problems, materials, and influences which one may expect to meet in curriculum development. A remarkable amount of helpful material is included in this section of the book. College and university teachers and their students will find this part of the volume particularly helpful. At the end of each chapter there is presented a series of problems for individual study and class discussion. There is also presented in connection with each chapter an extensive bibliography bearing upon the particular problems discussed in the chapter.

Part III of the book, comprising two chapters, is given over specifically to the elementary school curriculum, and Part IV, comprising three chapters, is devoted to the secondary school curriculum. Individuals directly interested in these fields and without

the urge or time for the more comprehensive approach will find these chapters helpful.

The book concludes with Part VI, covering approximately one hundred pages, entitled "Looking to the Future in Curriculum Revision." Your reviewer would have been happier with this section if the author had indicated what seemed to be the important objectives for education in the future in the light of known social trends and had indicated the kind of curriculum development that would be necessary in order to implement the accomplishment of these objectives. We felt that propaganda and the national emergency were overemphasized in their relationship to future curriculum development. However, the chapter appearing in this section entitled, "The Community Approach to the Curriculum," is good.

The reader who is looking for something light and fast moving about the curriculum will not care for this book. The person, however, who is genuinely interested in discovering the basis on which the curriculum of our schools has developed to date and who is interested in getting a very much expanded understanding of practices and procedures looking toward being a more adequate worker in the field of curriculum development will find this book quite a remarkable resource.

Your reviewer was impressed with the enormous amount of painstaking work that went into the preparation of this book. The author is to be commended.—Willard E. Goslin, Superintendent of Schools, Webster Groves, Mo.

CHILDREN CAN HELP THEMSELVES.

By Marion Olive Lerrigo. New York: The Macmillan Company, 1943. Pp. 219. \$2.25.

This is a book which parents of a new baby—especially if it is the first baby—will find very helpful. The central theme is expressed in the title. The author emphasizes that while parents should, of course, guide and help their children, they help a child most when they teach him to help himself. In order to do this,

fathers and mothers must know what it is reasonable to expect of a child at each particular age level; they must know "the normal child's health behavior" at each stage of development. They must also know that not all children, even though "normal," develop exactly alike. The author seeks to provide for parents, in the pages of this book, knowledge of what health habits children should have formed at different ages, from birth to eleven years.

To interest parents the author presents her material in narrative form, introducing David, the child whose development is described, and his parents, Jack and Marjory, just as David is born. In order that parent readers may realize that there are variations among even "normal" children in their development and behavior at any particular age, Andy and Elizabeth, two of David's favorite playmates, are also introduced. Although they are about the same age as David their patterns of growth and development differ somewhat from his. In addition, the author introduces a baby sister, Anne, who is born when David is three years old. The reader has an opportunity to see how David reacts when a new baby enters the family scene.

Since changes in both physical development and behavior are more rapid during the first year of life than thereafter, five chapters describe the various stages of health behavior through which David passes during this first year of rapid growth. A chapter describing him at eighteen months follows. One chapter for each year describes David's progress from two to five. After that, in the two final chapters of the book, David's behavior patterns at the eight-year and at the eleven-year levels are discussed, so that we leave David

when he is about ready to pass from childhood into adolescence.

Health behavior is very broadly conceived in *Children Can Help Themselves*. It includes not only habits of eating, sleeping, and elimination, but also descriptions of the child's exercise and play, and his mental, social, and emotional patterns of development. The "norms" of development which Miss Lerrigo presents are based both upon her own observations of children and upon the findings reported in some of the research studies in child development. She weaves these findings into her narrative here and there, citing the studies as references in occasional footnotes.

Sound, modern principles of training for babies and young children are included in this simply written narrative. It is a highly practical, concrete, and specific guide for parents who want to use common sense and scientifically sound procedures in bringing up their youngsters. The book would probably seem elementary to teachers who have had good courses in child development (although they may want to read it to recommend it to parents), but many a young teacher who does not really know what one should expect of children at different ages may find this information pleasant to take and easy to digest. She will do well to remember, however, that in any group of children she may expect to find greater differences in growth and development than the author finds between David, Elizabeth, and Andy. One of the dangers of any book that attempts to tell what one can expect of a child at a particular age level is that it tends to narrow too much the wide range of patterns which one finds among that great variety of children whom we nevertheless consider "normal".—Ethel Kewin, Guidance Counsellor, Glencoe Public Schools.

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Each of us inevitable,
Each of us limitless—each of us with his or her right upon the earth,
Each of us allow'd the eternal purports of the earth,
Each of us here as divinely as any is here.—Walt Whitman

Research ABSTRACTS...

THE RELATIVE STABILITY OF SOCIAL, INTELLECTUAL AND ACADEMIC STATUS IN GRADES II TO IV, AND THE INTERRELATIONSHIPS BETWEEN THESE VARIOUS FORMS OF GROWTH. By Merl E. Bonney. *The Journal of Educational Psychology, February 1943.*

Data are presented on the relative constancy of measurements of development along four lines, general social acceptance, mutual friendships, intellectual brightness, and academic achievement. The subjects were pupils in the second, third and fourth grades in the teachers college demonstration school and two public schools in Denton, Texas. Scores for general social acceptance were derived from the choices of classmates in numerous situations in which each child selected others he would like to work with, or to whom he would like to give presents or valentines, or accord similar honors. Mutual friendship scores were determined through analysis of the extent to which two pupils selected each other in the many choosing situations. Intelligence quotients were based upon administration of the California Mental Maturity Test in Grade II and the Kuhlmann-Anterson Test in Grades III and IV. Academic achievement was based upon use of the Gates Silent Reading Test in Grade II and the Stanford Achievement Test in the other grades.

The following conclusions emerge from the author's analysis of the numerous coefficients of correlation presented in three tables. A child's social position or general social acceptance is as constant during the grades included in the study as is his intelligence quotient or academic achievement. The existence of mutual friendships is much less constant, however. The highest relationship between different traits was found between social acceptance and mutual friendships. The next highest was between intelligence and academic achievement. Positive but low relationships were found between social acceptance and mutual friendships on the one hand and intelligence and school achievement on the other. Coefficients of correlation between social acceptance and mutual

friendships were about .70 which is fairly high, but which also indicates that a good many children are rather high in one respect and fairly low in the other.

The author rightly points out that the low correlation between the measures of social acceptance and those of brightness and achievement has definite implications for the school. It can not be assumed that children who are bright and who succeed well in school tasks will be successful in their social adjustments. If the school wishes to further the complete development of the child it must provide for the learning and practice of social skills and for the development of friendships and social adaptability as well as academic skills. There is no comfort in this study for those who would prepare children for the world of tomorrow by reverting to the curriculum of yesteryear.

The author sees in the low correlations between social success and academic achievement and brightness some support for the point of view suggested by Thorndike and others that there is such a thing as social intelligence as well as abstract, verbal brightness and mechanical intelligence.

LOCOMOTOR PATHWAYS OF PRESCHOOL CHILDREN. By Louise Bates Ames, *Clinic of Child Development, Yale University. Abstracted for Childhood Education.*

Growth, even of complex functions, takes place in a lawful manner. In "straightline" development a given variable will increase or decrease consistently with increasing age.

This characteristic is particularly true for increases in physical size. Height and weight norms show that on the average a child becomes taller and heavier as he grows older. It holds true also for simple manual behaviors. A child can, as a rule, make an increasingly tall tower of blocks as he grows older. The size of his vocabulary and the number of words he uses in a sentence also tend to increase with age; likewise certain more abstract functions.

A study of the locomotor activity in spontaneous, undirected play behavior of preschool

children in a nursery school playroom shows certain lawful trends. The spontaneous play behavior of nursery school groups ranging from eighteen months of age to four years was observed at the Yale Clinic of Child Development. For each group, stenographic records were made of the behavior of each of several subjects over numerous seven-minute intervals. The records covered the child's actual path of locomotion about the room and indicated which play objects and articles of furniture he approached or contacted. A diagram of the nursery setting and locomotor pathways most typical of the ages eighteen months, two, two and one-half, three, and four years is presented in the accompanying illustration.

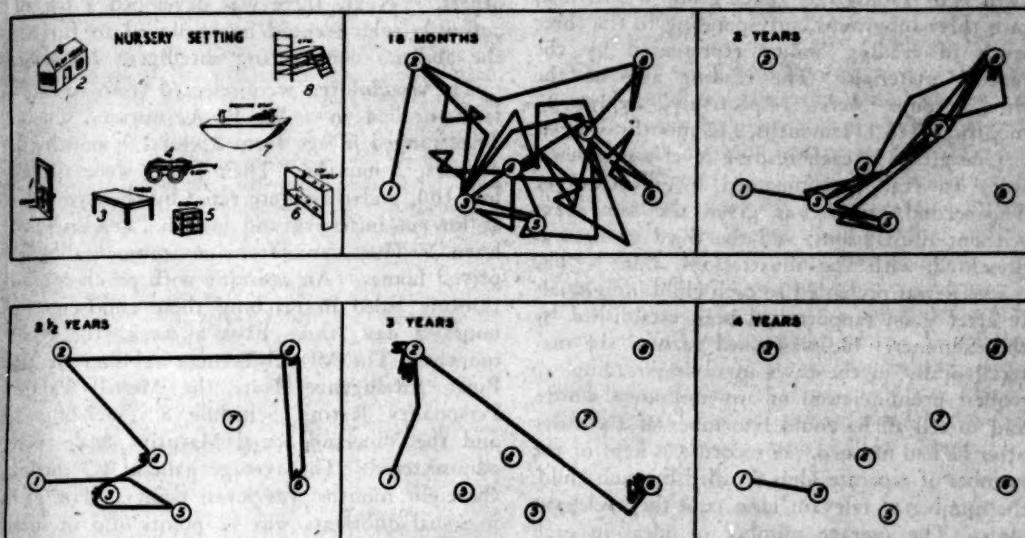


Figure I. Locomotor pathways typical of ascending preschool age levels. Each diagram represents seven minutes of play.

18 months: The child blunders about in almost constant movement. He covers nearly the whole room and contacts nearly every object, crossing and recrossing his own path in an almost entirely hit-or-miss manner. His path seems to take shape as he walks, not to be determined in advance by a goal. Objects are noticed when they come in his way, contacted and then left, with little continuity.

2 years: There is only slightly less locomotion at this age than at eighteen months, but direction is slightly more purposeful. The child tends to go back and forth repeatedly between two objects. But since the two goal objects vary frequently, considerable ground is covered.

Little time is expended on one object or place.

2 1/2 years: A marked change occurs in the six-month interval between two and two and one-half years. By the latter age, the path of locomotion has become almost a straight line and seems to a large extent to be goal determined. The child goes toward an object; remains with it typically for a minute or more. He moves about, more or less, near one spot then goes directly to another (visually) predetermined goal.

3 years: The path of the three-year-old is quite similar to that of the two- and one-half year-old, except that he approaches fewer objects and stays longer with each one. He moves directly from one object of interest to another

and is able to pass without contact or diversion objects on the way.

4 years: Though a four-year-old often shows considerable activity, during any seven minutes selected at random he may very typically remain in one spot, without locomotion, engaged in manipulative activity.

The diagrams simplify and generalize the age trends. They are of course subject to much individual variation. But the developmental variables show a consistent "straightline" increase or decrease with age. At each increasing maturity level the child covers less ground, takes a more direct route, contacts fewer objects and places, remains longer in one place.

AN EXPERIMENTAL STUDY OF CHILDREN'S UNDERSTANDING OF INSTRUCTIONAL MATERIALS. By Marie Goodwin Halbert. Lexington, Kentucky: University of Kentucky, College of Education. Bulletin of the Bureau of School Service, Vol. XV, No. 4, June 1943.

Three series of readers especially prepared for certain rural schools of Kentucky included in the Alfred P. Sloan Foundation experiment in applied economics were selected for study. A representative story was selected from each series, each story involving a different level of reading difficulty. Some 230 children in ten rural schools were selected as subjects in the experiment. Three groups were formed, equivalent as to reading age. Each group was divided into three subgroups corresponding to the three levels of reading ability represented by the reading materials. The reading ages of the three groups were, respectively, below 97 months, 97 to 111 months, 112 months or over.

One group at each reading level was given a story to read, accompanied by illustrations. The second group was given the same text without illustrations, and the third group was presented with the illustrations alone. The material was presented to each child individually after good rapport had been established by the examiner. He was asked to read the material orally in the cases involving reading, to request pronunciation of any unknown words, and to tell all he could remember of the story after he had finished. A record was kept of the number of separate ideas recalled by each child, the number of relevant ideas, and the irrelevant ideas. The average number of ideas in each category was computed for each group.

In each group those pupils reading material accompanied by illustrations recalled somewhat more ideas than those reading the text without illustrations, but those who looked at the pictures only gave even more ideas. If only relevant ideas are considered, however, the latter group falls far below either of the other groups. In fact, the group that merely looked at the illustrations gave as many irrelevant as relevant ideas, while irrelevant ideas were all but nonexistent in the other two groups. Some pictures stimulated more irrelevant ideas than others, indicating that it may be possible to select pictures which have a high degree of relevancy to the story. For the pupils and materials included in the study, the superiority of printed material accompanied by illustrations is clearly shown.

IMPROVING FUNCTIONING INTELLIGENCE BY ANALYTICAL TRAINING IN A NURSERY SCHOOL. By Charles C. Peters and Agnes R. McElwoe. Unpublished Study.

Six children were chosen for special training during an eight months' period with the aim of improving their functioning intelligence. The first step in setting up the experiment was to make an analysis of functioning intelligence in young children. The following are some of the chief general statements of things the intelligent child can do: "invent solutions to problem situations by applying somewhat generalized principles," "attend to own personal needs," "interpret symbols," "get along with others." Next, there was developed a list of activities which could be employed to further the abilities constituting intelligent behavior.

The six children were selected from twenty-two enrolled in a W. P. A. nursery school. They ranged in age from 2 years, 9 months to 4 years, 2 months. Their I Q's were all below 100, and they were rated by their teachers as low in initiative and low in "quickness to learn." They came from environmentally deprived homes. An assistant with psychological training aided in teaching these children two hours a day, three days a week, for eight months. The Merrill-Terman revision of the Binet Intelligence Test, the Merrill Palmer Personality Rating Schedule 8 (sociability), and the Vineland Social Maturity Scale were administered. The average gain in IQ during the eight months was seven points. The gain in social quotients was 42 points and in sociability, 20 points.

The authors believe that the principal evidence was derived not from statistical analysis but from direct daily observation. Anecdotal records revealed many evidences of growth in resourcefulness, in cooperative abilities, and in morale. Situations were arranged in which the child was required to use initiative and ingenuity. Simple dramatizations were carried on, and excursions taken to develop poise and enrich background. The children were given information along various lines, which led to increased participation in social activities. It is the authors' conviction that the provision of many experiences carefully planned to meet the needs of each individual resulted in a significant improvement of functioning intelligence in the six children.

News HERE AND THERE...

Fanniebelle Curtis

The news of Fanniebelle Curtis' death on November 14, 1943, carries us back in memory to World War I and her devotion to the young children in war-torn France. We hear once more her prophetic words, "We who desire peace must write it in the hearts of children."

The members of the Association for Childhood Education who were members of the International Kindergarten Union remember with gratitude the privilege of working with Miss Curtis for the Kindergarten Unit in France. In 1917 Miss Curtis went to France to report on the needs of the war-stricken children. True to the spirit of Froebel, she sensed the spiritual as well as the physical needs of these pathetic little children and on her return to this country she organized the Unit. Fifty American kindergarten teachers were sent to France. These teachers worked in thirty-five centers caring for over thirty thousand children during the difficult period of reconstruction after the armistice.

As a memorial to the Kindergarten Unit, in 1927 Miss Curtis dedicated a Community House containing a children's school, a children's library endowed by the Junior Red Cross of New York City, an adults' library, and a sewing room for girls.

In recognition of her service to the children of France Miss Curtis was awarded the Palms of the Academy, the French Red Cross, and the Legion of Honor. She was also decorated by the American Red Cross for overseas service. Now, upon her death, a street in Lievin will bear her name.

In this country Miss Curtis held important positions in the fields of teacher training and supervision. She was head of the kindergarten department in the state normal school at New Britain, Connecticut, then supervisor of kindergartens in Newton, Massachusetts. In 1897 she was called to Brooklyn, New York, to organize kindergartens in that borough and eventually all the boroughs of New York City came under her supervision. She performed many outstanding services for the public schools, among which were home visiting by the teachers, the formation of mothers' clubs, and kindergarten extension classes which unified the kindergartens and the elementary schools.

Miss Curtis served as president of the Connecticut Valley Kindergarten Association from 1893 to 1904. In 1907 she served as president of the International Kindergarten Union.

The *Norwalk Hour*, of Norwalk, Connecticut, where Miss Curtis spent her last days, carried this tribute to her: "Written by memory in the hearts of countless French citizens is the knowledge that their happiest childhood memories, and often life itself, came to them because Fanniebelle Curtis, with vision and courage developed by her life work with children in the United States, recognized their need in devastated France."

In memory of this service may not we as members of the A.C.E. add these words, "It is for us, the living, rather, to be dedicated . . . to the great task remaining before us."

JULIA WADE ABOT

Roll of Honor

Catharine R. Watkins, chairman of the A.C.E. Subcommittee on the Roll of Honor, of the Committee of Nineteen, announces that since June 1943 the following names have been added to the Roll of Honor which hangs in A.C.E. Headquarters in Washington:

Mary Howard French, New Bedford, Mass.

Olivia I. Fritz, St. Louis, Mo.

Ella Ruth Boyce, Pittsburgh, Pa.

Anna E. Harvey, New York, N. Y.

Names of those who have worked in the field of early childhood education are placed on the Roll of Honor by request of an individual or a group. The request is sent to Miss Watkins at 3060 Sixteenth Street, N. W., Washington, D. C., accompanied by a brief résumé of the work done by the person to be honored and the payment of one hundred dollars or more. The name having been accepted by the subcommittee, the payment is placed to the credit of the Memorial Endowment Fund of the Association for Childhood Education, the income from which is used for "the spread of the kindergarten cause," and the name is hand lettered on the illuminated parchment Roll of Honor.

New A.C.E. Bulletins

Social Studies for Children, the first membership service bulletin for 1944, was mailed in January to A.C.E. contributing members. It was also mailed to presidents, secretaries and publications representatives of A.C.E. branches for circulation among members. Some of the questions discussed in the bulletin are: What do we mean by the social studies? How does social development take place? What are the concepts toward which social studies should be directed in a democratic framework? What experiences can be provided children that will lead toward social maturity? How can social growth be evaluated?

Four- and Five-Year-Olds at School is being welcomed by those interested in the younger children. It deals with some educational needs of the fours and fives, the things that make a kindergarten adequate, what constitutes a good



Nursery school and kindergarten teachers instantly can tell that these simple stories about familiar things are made especially for the twos and threes and fours. The big, brightly colored pictures on stiff cardboard make them perfect for the very young child.

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day at school for the fours and fives, and the relation of the kindergarten to the nursery school, the first grade and the home. This is a general service bulletin. Display copies were mailed only to branch publications representative, not to contributing members or other offices or branches.

A.C.E. members and non-members may order copies of these two new bulletins directly from their publications representatives (within a limited time), or from the Association for Childhood Education, 1201 Sixteenth St., N. W., Washington 6, D. C. Price thirty-five cents each.

Children's Bureau Conference

More than sixty outstanding professional workers and members of national and local organizations met early in December for a two-day conference with officials of the Children's Bureau, U. S. Department of Labor. Pointing to the Children's Bureau "responsibility to serve the needs of all the nation's children of every race, creed and color," the conferees adopted a seventeen-point list of recommendations in which they called upon the Bureau to give special consideration in the administration of its program to the disabilities of children in minority groups "of whom Negro children present a large majority."

"Things that are happening to Negro children are the things in bold relief that are happening to all children," said Charles S. Johnson, director of the Department of Social Sciences, Fisk University, Nashville, Tennessee, and chairman of the recommendations committee of the conference. "Thousands are practically homeless because parents have gone to war or to work; other thousands have migrated with their families into new and unfamiliar settings, many of them to live in unhealthy, cramped and cheerless shelters, many of them to be barred from services provided as a matter of course to children in established homes and communities. In the long run, the best safeguards and security for Negro children rests in the determination of the whole nation to provide good care for all of its children."

The conference included doctors, nurses, child welfare workers, ministers, educators, and law-enforcement officers, actively engaged in work for Negro and white children, and also members of labor, education and civic organizations with child welfare programs. They came from eighteen states and the District of Columbia.

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Office of Education Materials

Following are some of the materials available from the U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Loan Packets. Soviet Union, XXV-G-1, for use of teachers and students of Russian culture. Social Services and Wartime Education in Great Britain, XXIV-G-1. Both available for a two-weeks' study period, through the U. S. Office of Education Information Exchange.

Leaflets. "9-Point Publicity Program" and "Fact Sheet." Suggestions for planning publicity to interpret the child care program to the public.

Poster. "Working Mothers: Your Schools Can Help." Size twenty by twenty-eight inches. Designed to give information about places the mother may go to arrange for child care services. Shows mothers calling for their children, with smaller insets of children's activities in a child care center.

Children of Britain

From *Progress in Freedom*, publication of the British Information Services, comes this statement about child care in Britain:

In Britain the children come first. On this basis rests a whole social, industrial and political system. Because no child, whatever the economic circumstances of his parents, need be without the food or medical treatment essential to healthy growth, the nation is improving yearly in physique and general health. Because Britain's children are taught to use hands, brain and imagination intelligently and independently, the arts and sciences are developing new, vital growth which will be at the service of a new generation. And because these children are encouraged to think, to argue, and to ask questions, to work together without being forced into any single political or intellectual mould, Britain is assured of a new and more vital democracy, based upon the values which all healthy-minded, freedom-loving people hold in common.

The state, represented by democratically elected local authorities (who alone employ over 500,000 people in the service of the public) assumes its responsibility for the child even before it is born. Every expectant mother is encouraged to visit a prenatal clinic where she can receive advice, treatment, and free issues of the foods which will help to give her a strong, perfectly formed child. During his school career every child is subject to regular medical examination. Special children's hospitals and clinics, equipped with the most modern apparatus, are available to give preventive or curative treatment of every type to young children. In schools and clinics the children

are provided with milk and fruit juices and in schools they are also given nourishing midday meals, all free of charge in every case of need.

Elsewhere in Europe

Children in many other countries than Great Britain are not so fortunate in matters of health and welfare. *The Health of Children in Occupied Europe*, published by the International Labour Office, Montreal, Canada, reports conditions in various countries, and in its introduction makes the following statement:

The child population of the totally occupied countries of Europe, whose vitality is being sapped by malnutrition as described . . . may be estimated to number some forty million souls if fifteen years is taken as the age limit, or fifty million taking an age limit of twenty years. These figures do not include the children and young persons in the occupied parts of the U.S.S.R., whose numbers are impossible to estimate and whose plight appears to be even worse than in the other occupied countries.

Women in the Post-War World

From the report of the first Institute on Girls and Womens Education held by the Women's Council for Post-War Europe come these suggestions by William H. Kilpatrick:

My advice, then, to women in respect to post-war education is two-fold: First, to study the secondary school and the college to persuade these to give up any blind adherence to tradition and instead to take up an active study of life and its problems of all kinds. Second, to get more and more women to join study and action groups . . . and set to work to bring honest intelligence into the management of public affairs. Then on the basis of this put the "fear of God" into the souls of our politicians and keep it there. It can be done, and our women can do it.

National Child Labor Committee

Gertrude Folks Zimand has been appointed general secretary of the National Child Labor Committee succeeding Courtenay Dinwiddie, who died last September. Mrs. Zimand has been associated with the Committee for many years, beginning work as a field investigator immediately after graduation from Vassar College. With the exception of two years of war work in France and four years in different phases of social welfare work in Philadelphia and Cincinnati, she has been with the Committee continuously since 1916 and has served as associate general secretary since 1935.

According to the annual report of the National Child Labor Committee for 1943, recently issued by Mrs. Zimand, the second year of the war has brought a phenomenal increase

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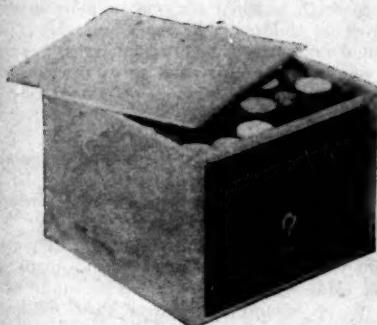
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(Continued from page 290.)

in the number of minors twelve to eighteen years of age who are employed. The report states that:

In many communities there have been increases of five hundred to seven hundred per cent or more in the number of working children. No one knows the exact number, but it is estimated that 4,000,000 children were at work last summer in industry and agriculture and at least 3,000,000 are employed now, of whom about 750,000 are children under sixteen years of age.

In three-fourths of the states children may leave school for work at fourteen years and many thousands have done so. Others work before and after school hours, on weekends, or during vacation periods. Children are engaging in every conceivable kind of employment . . . Long hours and late night work are common. By and large, the child workers of today are well paid, many of them too well paid . . . Some youths on part-time jobs are reported to be earning more than their full-time teachers.

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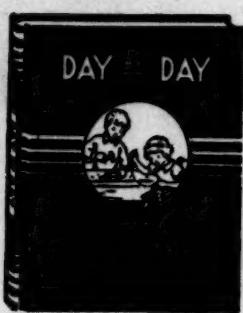
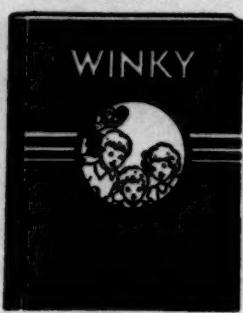
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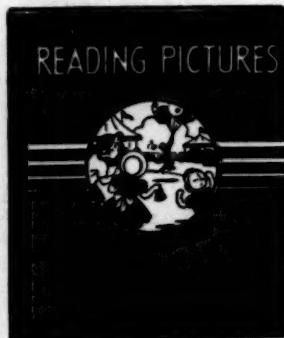
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